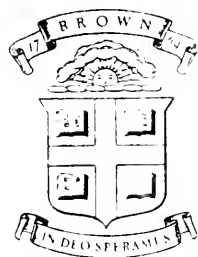
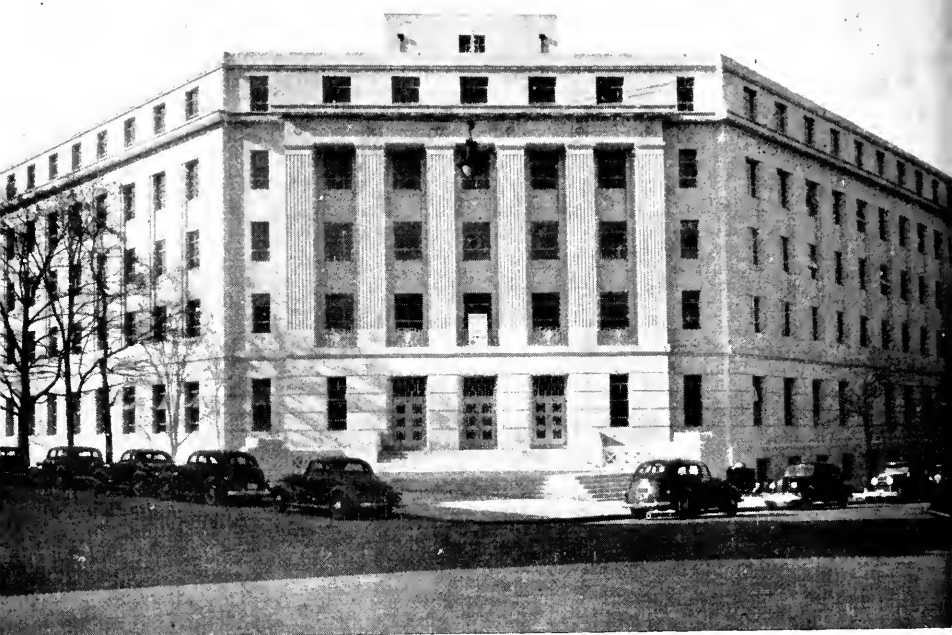


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BIENNIAL REPORT OF
THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
OF NORTH CAROLINA
FOR THE SCHOLASTIC YEARS
1958-1959 AND 1959-1960

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 337

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1958-59 and 1959-60 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1958-59

Part III—Statistical Report, 1959-60

STATE SUPERINTENDENTS

Calvin H. Wiley	1853-1866
Office Abolished	1866-1868
S. S. Ashley	1868-1871
Alexander McIver	1871-1874
Stephen D. Pool	1874-1876
John Pool	1876-1877
John C. Scarborough	1877-1885
S. M. Finger	1885-1893
John C. Scarborough	1893-1897
Charles H. Mebane	1897-1901
Thomas F. Toon	1901-1902
James Y. Joyner	1902-1919
Eugene C. Brooks	1919-1923
Arch Turner Allen	1923-1934
Clyde A. Erwin	1934-1952
Charles F. Carroll	1952-

LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 15, 1960

To His Excellency, TERRY SANFORD, Governor
and MEMBERS OF THE GENERAL ASSEMBLY OF 1961

SIRS:

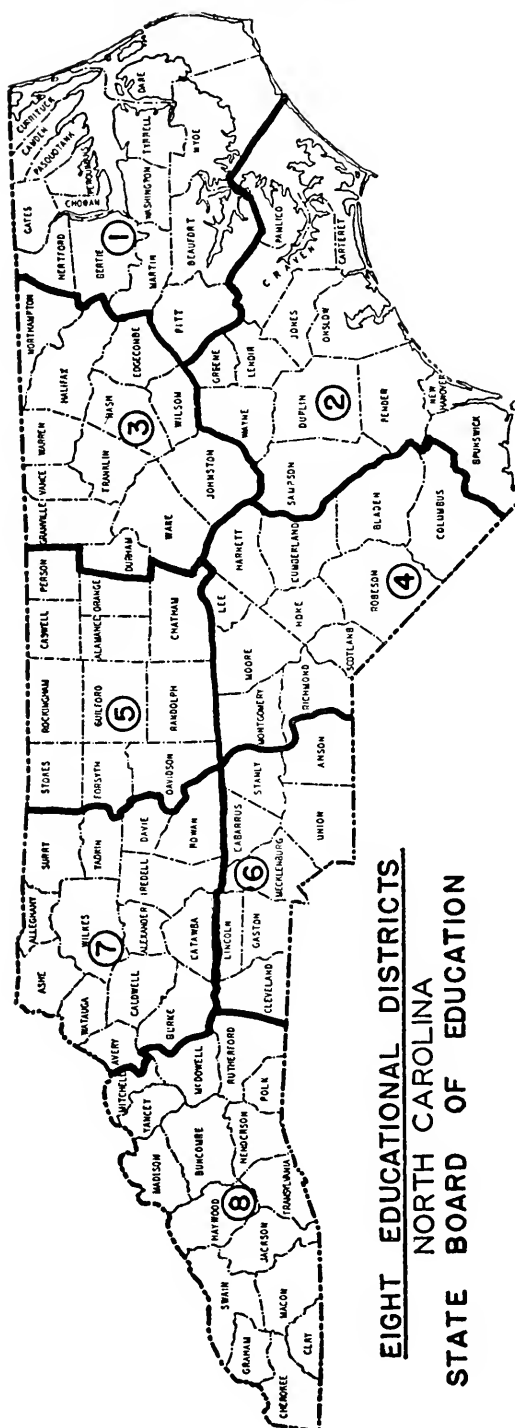
In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report includes information and statistics about the public schools, and recommendations for their improvement.

I hope you and each member of the General Assembly will find the opportunity to read this description of our public schools in action. North Carolina, as this information shows, has made tremendous progress in many phases of its educational program. The Recommendations give some proposals which I believe will improve our schools still further. These, I commend to your earnest consideration and support.

Respectfully submitted,

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned above the printed name of the signatory.

State Superintendent of Public Instruction



EIGHT EDUCATIONAL DISTRICTS
NORTH CAROLINA
STATE BOARD OF EDUCATION

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What Agencies Administer and Supervise the Public Schools?

AT THE STATE LEVEL

1. THE STATE BOARD OF EDUCATION

Authority—State Constitution (Art. IX, s. 8.).

Membership—13 persons: 3 ex officio (Lieut. Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (8 from 8 educational districts and 2 from State at large).

Term—Eight years (overlapping) for appointive members.

Meetings—once each month. Special meetings may be set at regular meetings or called by the Superintendent with the approval of the Board Chairman.

Powers and Duties (G. S. 115-11) :

- has general supervision and administration of the educational funds provided by the State and Federal governments
- is successor to powers of (President of Literary Fund and other) extinct boards and commissions
- has power to divide the administrative units into districts
- appoints controller, subject to approval of Governor
- apportions and equalizes over the State all State school funds
- directs State Treasurer to invest funds.
- accepts for the schools of the State any Federal funds appropriated
- purchases land upon which it has mortgage
- adjusts debts for purchase price of lands sold
- establishes city administrative units
- allots special teaching personnel and funds for clerical assistants to principals
- makes provision for sick leave

- performs all duties in conformity with Constitution and laws, such as:
 - certifying* and *regulating* the grade and salary of teachers and other school employees
 - adopting* and *supplying* textbooks
 - adopting* a standard course of study upon the recommendation of the State Superintendent of Public Instruction
 - formulating* rules and regulations for the enforcement of the compulsory attendance law
 - regulating* the conferring of degrees and *licensing* educational institutions
 - reporting* to the General Assembly on the operation of the State Literary Fund
 - approving* the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction
 - managing* and *operating* a system of insurance for public school property
- divides duties into two separate functions:
 - those relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction
 - those relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

2. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Authority—Constitution (Art. III, s. 1.)

Term—Four years, elected by popular vote

Duties—(G.S. 115-14, 15) :

- to organize and establish a Department of Public Instruction
- to keep public informed as to the problems and needs of the schools
- to report biennially to the Governor
- to have printed and distributed such educational bulletins and forms as he shall deem necessary for the administration of the Department of Public Instruction
- to administer the instructional policies of the Board

- to keep the Board informed regarding the developments in the field of public education
- to make recommendations to the Board with regard to the problems and needs of education
- to make available to the public schools a continuous program of supervisory services
- to collect and organize information regarding the public schools and to furnish such information as may be required to the Board
- to inform local administrators regarding instructional policies and procedures adopted by the Board
- to have custody of the official seal of the Board and to attest all written contracts
- to attend all meetings of the Board and to keep the minutes
- to perform such other duties as the Board may assign to him.

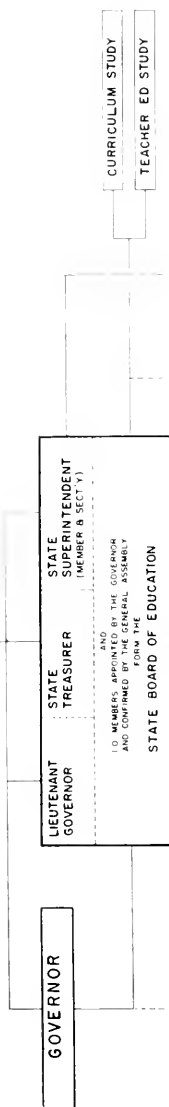
THE DEPARTMENT OF PUBLIC INSTRUCTION:

Headed by the State Superintendent of Public Instruction, the Department of Public Instruction includes an Assistant Superintendent and other professional and clerical staff. According to functions, the staff has been organized as follows:

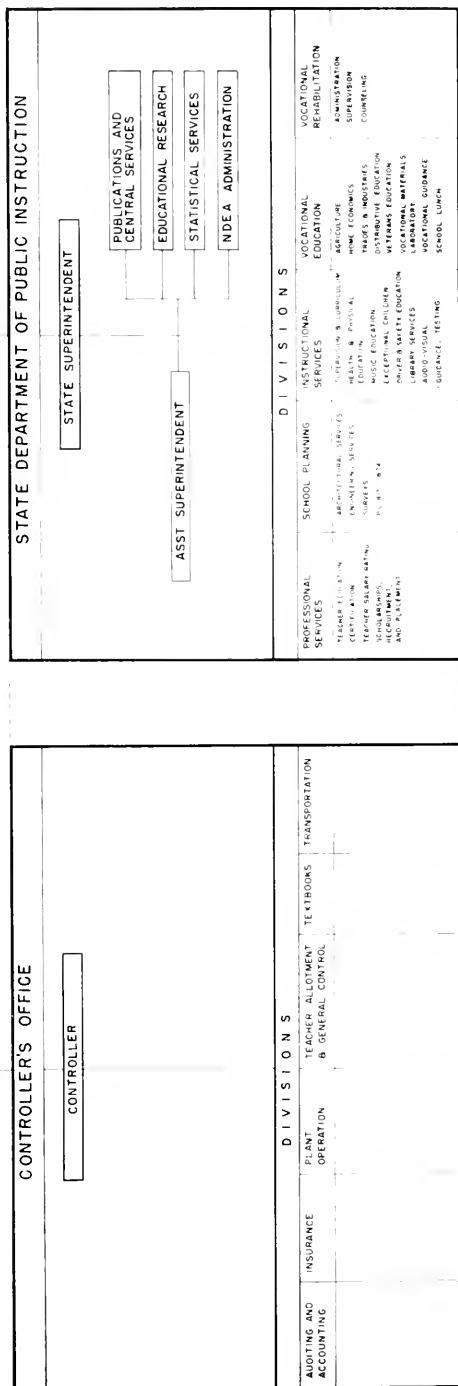
Special Staff Services. This area includes services relating to (1) publications—writing, compiling, editing, printing, and distributing—and central services—purchasing supplies and equipment, selling and distributing printed materials, duplicating, and receiving, distributing and dispatching mail; (2) educational research—planning studies, collecting, analyzing and interpreting data, and making recommendations; (3) statistical services—collecting, tabulating, and processing statistics; and (4) administration of the National Defense Education Act.

Division of Instructional Services. This division provides services as follows: curriculum construction and revision; evaluation and accreditation of schools; general supervisory assistance in the improvement of instruction; in-service education of teachers and other school personnel; and assistance in special areas; for example, testing and pupil classification, audio visual aids, instructional materials, library, music, safety and driver education, exceptional children, and health and physical education.

THE PEOPLE



STATE OFFICES



COUNTY AND CITY ADMINISTRATIVE UNITS

Division of Professional Services. This division has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; administers the Teachers' Scholarship Loan Fund; and coordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

Division of School Planning. This division provides architectural and engineering services for the location and erection of new school buildings. Screening applications for State funds for school construction and making surveys are also major responsibilities of this division.

Division of Vocational Education. This division administers the programs in vocational agriculture, home economics, trades and industries, distributive occupations, guidance, veterans related training, school lunch program, veterans farming (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill. It also supervises industrial educational centers authorized by the General Assembly of 1957 and maintains a vocational curriculum laboratory.

Division of Vocational Rehabilitation. It is through this division that the State cooperates with the Federal Government in providing for the vocational rehabilitation of persons with disabilities and for their return to employment.

3. THE CONTROLLER OF THE STATE BOARD OF EDUCATION

Authority—Chapter 115-11.5, General Statutes of North Carolina.

Term—At will of Board.

Powers and Duties—(G. S. 115-16, 17) :

The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board.

The controller, under the direction of the Board, performs the following duties:

- maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board
- prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit
- certifies to each administrative unit the teacher allotment as determined by the Board
- issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units
- procures through the Purchase and Contract Division, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board.
- purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers
- audits, in cooperation with the State Auditor, all school funds administered by the Board
- attends meetings of the Board and furnishes information concerning fiscal affairs to the Board
- employs all employees who work under his direction in administration of fiscal affairs
- reports directly to Board upon matters coming within his supervision and management
- furnishes information as may be necessary to the State Superintendent
- performs such other duties as may be assigned to him by the Board

CONTROLLER'S OFFICE:

These and other duties, classified as to function, are administered through the following divisions:

Division of Auditing and Accounting. This division makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months School Fund, and is charged

with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.

Division of Plant Operation. This division has charge of plant operation as set forth in the Nine Months School Fund budget.

Division of Insurance. The responsibility of this division is that of administering the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.

Division of Textbooks. This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading books in the elementary grades.

Division of Teacher Allotment and General Control. This division is responsible for applying the rules of the State Board governing applications of the local units for teacher allotments, and for allotting funds to be expended for the object of general control in the local budgets.

Division of Transportation. This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

4. SPECIAL STUDIES

A. *Curriculum Study.* The Curriculum Study was authorized by the State Board of Education in November 1957 following the receipt of a grant of \$50,000 from the Richardson Foundation. The study got under way April 1, 1958, with the employment of a director.

The purposes of the Study are: (1) to provide information about current curriculum practices, and (2) to stimulate inquiry and bring improvement in the curriculum by encouraging lay-professional study of local schools and by careful evaluative study and recommendations for improvement at the State level.

B. *Teacher Education Study.* Under the direction of the State Board of Education a study of "Teacher Evaluation, Rating and Certification" was authorized by Resolution No. 73 of the General Assembly of 1959. This study was launched by resolution of the Board at its September 1959 meeting. An Advisory Committee was named to implement this study; and on December 1, the study began by the employment of a director.

AT THE LOCAL LEVEL

1. BOARDS OF EDUCATION

Membership and Terms—

During the biennium there were 100 county and 74 city administrative units, ranging in size from 545 to 29,316 pupils in average daily attendance.

A grouping on this basis shows the following:

<i>Average Daily Attendance</i>	<i>County</i>	<i>City</i>	<i>Total</i>
Up to 1,500	8	11	19
1,500- 2,999	11	25	36
3,000- 4,999	28	22	50
5,000- 9,999	34	11	45
10,000-14,999	11	2	13
15,000-19,999	7	1	8
Above 20,000	1	2	3
Total	100	74	174

A board of education is responsible for directing and managing the public schools in each of these units. County boards consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods: countywide popular vote, township popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special partisan elections. All of these except the last one must have the approval of the General Assembly.

Terms of office of members of county boards range from two to six years.

City board membership ranges from three to twelve. Members serve from two to eight years and are named as follows: by popular vote, by appointment, and by a combination of the

two. Final approval of the General Assembly is not required except for one unit.

Meetings—

“All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable.”

Powers and Duties—

- to provide an adequate school system within their respective units as provided by law
- to perform all powers and duties respecting public schools not imposed on other officials
- to have general control and supervision of all matters pertaining to the public schools and enforce the school law within their respective units
- to divide their respective units into attendance areas without regard to district lines
- to provide for the enrollment in a public school within their respective units of each child residing therein qualified by law for admission and applying for enrollment
- to make all rules and regulations necessary governing enrollment of pupils within their units
- to make all rules and regulations necessary for conducting co-curricular activities, including athletics. (Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board.)
- to fix the time for opening and closing the public schools and the length of school day within their respective units
- to provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent
- to elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistants
- to elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth
- to issue salary vouchers to all school employees when due and to purchase the necessary equipment and supplies in accordance with State contracts

2. COUNTY AND CITY SUPERINTENDENTS

Superintendents are elected by boards of education, subject to the approval of the State Superintendent and the State Board.

Term—Two years.

Qualifications—Holds a Superintendent's certificate, 3 years' experience within past 10 years, and doctor's certificate showing him free of communicable disease.

Salaries—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, experience, and the superintendent's certificate. It ranges from a monthly salary, based on twelve calendar months, of \$496 to \$799. A few of the units pay a supplement from local funds.

Duties—"All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board."

The superintendent shall be ex-officio secretary to the board of education. It shall be the superintendent's duty:

- to visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions
- to attend professional meetings
- to furnish information and statistics to the State Superintendent
- to administer oaths to all school officials when required
- to keep himself informed as to policies adopted by the State Superintendent and State Board
- to approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval
- to prepare an annual organization statement and request for teachers to the State Board
- to keep a complete record of all financial transactions of the board of education and a separate record of local district taxes and to furnish tax listers with the boundaries of each taxing district
- to keep a record of all fines, forfeitures and penalties due the school fund
- to approve and sign State and local vouchers

3. DISTRICT SCHOOL COMMITTEES

County boards of education appoint members (three to five) to school committees of the districts. (There are no committees in city administrative units.)

Term—Two years.

Meetings—As often as business may require.

Duties—

- upon recommendation of superintendent, elects the principal subject to approval of the board of education
- upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent
- upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent
- in accordance with rules and regulations of the board of education, protects all school property in the district

4. SCHOOL PRINCIPALS

“The executive head of a district or school shall be called ‘principal.’” He is elected annually by the district committee (in county units) upon recommendation of the superintendent and subject to approval by the board of education. In city units the principal is elected by the city board upon the recommendation of the superintendent.

Duties—

- to nominate teachers (in county units) to committee
- to grade and classify pupils and exercise discipline over the pupils
- to make all reports to superintendent
- to make suggestions to teachers for the improvement of instruction
- to instruct children in proper care of school property, and to report any unsanitary condition, damage, or needed repairs
- to carry out rules and regulations of State Board regarding compulsory school attendance
- to assign pupils and employees to the buses on which they may be transported (county units)
- to prepare and submit plan of bus route to the superintendent

II

How Are The Public Schools Financed?

SOURCES OF FUNDS

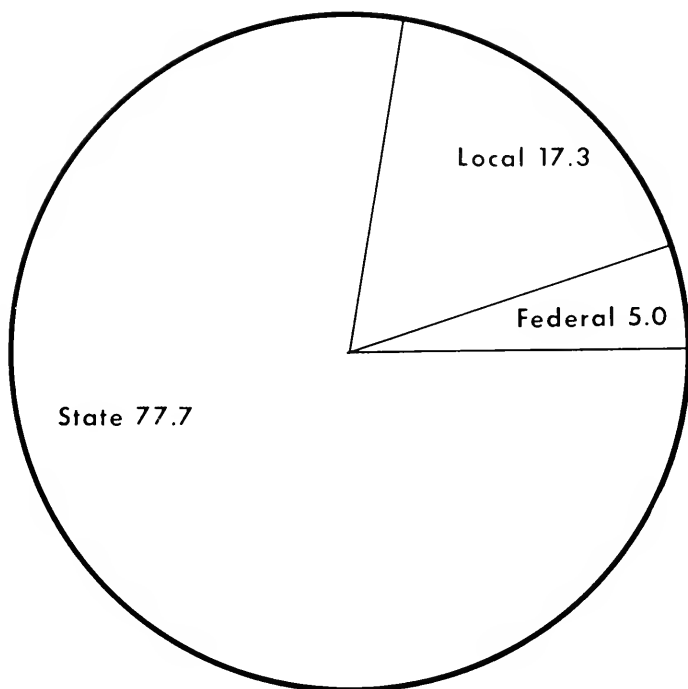
Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.

STATE FUNDS appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. In 1959-60 the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

	<i>Amount</i>	<i>Percentage</i>
Income taxes	\$ 77,689,343	45.6
Sales taxes	48,385,469	28.4
Franchise taxes	14,481,566	8.5
Beverage taxes	7,496,340	4.4
Insurance taxes	7,325,969	4.3
Non-tax revenue	6,474,112	3.8
License taxes	3,577,799	2.1
Inheritance taxes	3,407,427	2.0
All other	1,533,342	.9
Total	\$170,371,367	100.0

LOCAL FUNDS are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. For 1959-60 the amount and percentage from these several sources were estimated (based on actual 1957-58 data) as follows:

Property taxes	\$55,571,200	60.8
Bonds, loans, and sinking funds	19,742,400	21.6
Fines, forfeitures, penalties, poll and dog taxes	7,586,200	8.3
Interest, donations, Federal grants	2,650,600	2.9
Intangible, beer, wine and ABC funds	2,559,200	2.8
Collections from pupils	2,467,800	2.7
Sale of property	822,600	.9
Total	\$91,400,000	100.0



FEDERAL FUNDS are appropriated to the states by Congress for specific educational purposes—mainly vocational education, lunch rooms, National Defense Education, and for operating schools in defense-impacted areas. Such funds are obtained by the levy of taxes, largely on incomes, by the Federal government.

EXPENDITURES

Total Funds

Expenditures for public education are divided into three parts in accordance with the three phases of the school program: (1) current expense, operation costs; (2) capital outlay, payments for buildings and other physical facilities; (3) debt service, repayment of principal and interest on bonds and notes.

Current expense, the operation of the public schools, is the largest portion of the State's total annual school expenditure. Biggest part of current expense comes from State funds, 77.7 per cent in 1959-60. Local funds represented 17.3 per cent of the 1959-60 current expense and only 5.0 per cent came from Federal funds.

CURRENT EXPENSE

Year	State Funds*	Local Funds	Federal Funds**	Total
1934-35	\$ 16,702,697.05	\$ 2,099,556.73	\$ 451,862.29	\$ 19,254,098.07
1939-40	26,297,493.15	5,136,723.59	610,146.82	32,044,363.56
1944-45	39,465,521.35	7,265,140.48	3,357,469.23	50,088,131.06
1949-50	84,999,202.42	16,214,185.16	12,054,108.25	113,272,495.83
1954-55	122,998,428.30	25,027,038.50	7,051,801.48	155,077,268.28
1955-56	128,099,486.03	27,549,117.25	6,864,305.78	162,512,909.06
1956-57	131,451,715.56	29,473,722.16	7,554,256.03	168,979,693.75
1957-58	152,857,466.41	33,949,085.50	8,436,427.09	195,242,979.00
1958-59	158,652,827.76	36,526,008.27	9,449,604.23	204,628,440.26
1959-60†	170,371,366.57	38,000,000.00	11,000,000.00	219,371,366.57

CAPITAL OUTLAY

1934-35	\$	\$ 2,890,317.99	\$ 428,593.61	\$ 3,318,911.60
1939-40	16,816.78	3,338,504.73	448,871.73	3,804,400.24
1944-45	48,538.96	1,774,531.97	3,778.17	1,826,849.10
1949-50	5,893,974.23	22,104,092.66	3,101.11	28,001,168.00
1954-55	9,194,988.86	34,449,132.59	671,151.51	44,315,272.96
1955-56	11,429,138.85	32,970,532.73	711,452.46	45,111,124.04
1956-57	18,220,748.77	40,071,934.83	504,160.13	58,796,843.73
1957-58	7,684,814.89	42,613,670.53	1,000,000.00	51,298,485.42
1958-59	3,092,219.12	46,068,397.35	1,229,845.62	50,390,462.09
1959-60†	1,500,000.00	40,000,000.00	1,250,000.00	42,750,000.00

*Includes vocational, textbook, and other State funds.

**Includes small amounts from philanthropic funds.

†Estimated.

Capital outlay until 1949 was the responsibility of the local units; the General Assembly provided \$50,000,000 in 1949 and another \$50,000,000 in 1953 for school plant construction, improvement, and repairs. Federal funds in recent years have been allocated for physical facility projects in defense-impacted areas.

Most funds for debt service expenditures come from local sources.

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils.

PER PUPIL EXPENDITURES

Year	A.D.A.	State	Current Expense Local	Federal	Total	Capital Outlay	Total
1934-35	761,433	\$ 21.94	\$ 2.76	\$.59	\$ 25.29	\$ 4.36	\$ 29.65
1939-40	790,003	33.29	6.50	.77	40.56	4.82	45.38
1944-45	713,146	55.34	10.19	4.71	70.24	2.56	72.80
1949-50	797,691	106.56	20.33	15.11	142.00	35.10	177.10
1954-55	904,029	136.06	27.68	7.80	171.54	49.02	220.56
1955-56	927,099	138.17	29.72	7.40	175.29	48.66	223.95
1956-57	943,343	139.88	31.24	8.01	179.13	62.33	241.46
1957-58	950,311	160.85	35.72	8.88	205.45	53.98	259.43
1958-59	991,475	160.02	36.84	9.53	206.39	50.82	257.21
1959-60†	1,003,455	169.78	37.87	10.96	218.61	42.60	261.21

†Estimated.

EXPENDITURES FOR CURRENT EXPENSE PER PUPIL IN A.D.A.

1934-35	\$25.29
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1939-40	\$40.56
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1944-45	\$70.24
---------	---------

1949-50	\$142.00
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1954-55	\$171.54
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1959-60	\$218.61
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State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free textbooks, for State administration, and for other special purposes.

The Nine Months School Fund

The Nine Months School Fund is, according to law, allotted to the 100 county and 74 city administrative units by the State Board of Education on the basis of standards determined by the Board. These standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information as described below:

General Control

Salaries of Superintendents—Determined by a State salary schedule which includes the experience of the superintendent up to a maximum of five years and the average daily membership in the administrative unit for the year preceding each new biennium.

Travel Expense of Superintendents—Allotted in the various administrative units on the basis of the average daily membership of each school administrative unit for the year preceding each new biennium.

Salaries of Clerical Assistants—Allotted to school administrative units on the basis of the average daily membership of each administrative unit for the year preceding each new biennium.

Salaries of Property and Cost Clerks—Allotted to the 100 county administrative units for continuous inventory and cost records on the operation of school buses and other motor vehicles on the basis of the number of buses operated for the year preceding each new biennium.

Office Expense—Allotted to each school administrative unit on the basis of the average daily membership of each school unit for the year preceding each new biennium.

County Boards of Education—Funds for the per diem and expenses of the 100 county boards of education are allotted on the basis of \$100.00 to each unit.

Instructional Service

Instructional Salaries—Teaching positions are allotted to districts (a city unit considered as one district) in the administrative units on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year, with allowance for absence due to contagious diseases, as follows :

- (1) Elementary schools—1 for 25 pupils
2 for 45 pupils
3 for 70 pupils
4 for 105 pupils
5 for 138 pupils
6 for 171 pupils
and 1 additional for each 30 additional pupils.
- (2) High schools—1 for 25 pupils
2 for 40 pupils
3 for 60 pupils
4 for 80 pupils
and 1 additional for each 30 additional pupils.

When 30 white or 30 Negro teaching positions have been allotted to a city unit or assigned to a school in a county unit, an additional teaching position is allotted. When 50 teaching positions have been allotted to a district (or city unit), one additional teaching position is allotted; and for each additional 40 teaching positions allotted thereafter to a district (or city unit), one additional teaching position may be allotted.

Additional teaching positions may be allotted at the end of the first two weeks of school if the average daily attendance exceeds an average of 32 per teaching position originally allotted.

Teachers employed for State-allotted positions are paid from State funds in accordance with a State-adopted teachers' salary schedule based on education and teaching experience.

Principals are employed to fill one of the teaching positions allotted to a district (or city unit). A building principal is allowed as one of the teaching positions when the school is assigned from 3 to 7 State-allotted positions. "Classified principals" are allowed from the number when a school or district has been assigned 7 or more State-allotted teaching positions. Such principals are paid from State funds in accordance with a State-adopted principals' salary schedule based on teaching positions allotted, education and experience.

Supervisor of instruction positions are allotted to administrative units on the basis of size. The supervisor is paid in accordance with the State adopted teacher's salary schedule for ten calendar months rather than on a school month basis. In some instances a supervisor may be employed jointly by two or more units.

Instructional Supplies—An allotment is made to each school administrative unit for instructional supplies at \$1.12 per pupil in average daily membership for the preceding school year.

Operation of Plant

Allotment of funds under operation of plant for wages of janitors and maids, water, light and power, janitorial supplies and telephone rental, is based upon the State-allotted teaching positions in each administrative unit. In the case of fuel, however, the geographic location is considered, since fuel requirements in the eastern and southern part of the State run lower than in the northern and extreme western part of the State.

Fixed Charges

Funds for fixed charges—compensation for school employees, reimbursement for injury to school employers and tort claims—are allotted on a case basis.

- (1) Claims for medical or hospital expense in connection with injury of an employee must be approved by the State Industrial Commission. Compensation paid for loss of work due to injury is paid in accordance with a schedule approved by the Commission.
- (2) Reimbursement for injury of school pupils in connection with bus accidents is paid not in excess of \$600 in accordance with a schedule adopted by the Industrial Commission.
- (3) Tort claims are paid upon approval or award of the Industrial Commission or by the courts.

Auxiliary Agencies

Transportation of Pupils—Funds for operating a minimum program of pupil transportation are allotted to the 100 county administrative units. A budget, which includes drivers', mechanics' and other employees' salaries, cost of gas, oil, tires, batteries, repair parts, other necessary supplies, and replacements, is prepared for each county unit. Student drivers are paid at the rate of \$25.00 per school month. Mechanics, gas truck drivers, and other employees are paid by the calendar month in accordance with a State-adopted salary schedule.

School Libraries—Funds for school libraries—books, magazines, newspapers, and supplies—are allotted to the various administrative units on the basis of 50 cents per pupil in average daily membership for the prior year.

Child Health Program—Allotment to the school administrative units for the school-health program is made on the basis of \$750.00 for each county including cities and 35 cents per pupil in average daily membership for the prior school year. Ninety per cent of the school-health program funds is used for diagnosis and correction of chronic physical defects. The other ten per cent may be used for salary and travel of health personnel.

Tables

Expenditures as to objects and items from the Nine Months School Fund for the two years of the 1958-60 biennium are shown in the following tables:

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1958-59
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out By Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,391,698.73	\$	\$ 1,391,698.73
612. Travel: Superintendents	59,623.00	.....	59,623.00
613.1 Salaries: Clerical Assistants.....	679,584.00	.....	679,584.00
613.2 Property and Cost Clerks.....	227,940.80	.....	227,940.80
614. Office Expense	92,671.86	.....	92,671.86
615. County Boards of Education.....	9,995.46	.....	9,995.46
Total General Control.....	\$ 2,461,513.85	\$	\$ 2,461,513.85
62. Instructional Service:			
621. Salaries: Elem. Teachers.....	\$ 63,707,139.20	\$27,432,873.47	\$ 91,140,012.67
622. Salaries: H. S. Teachers.....	20,944,054.24	7,061,839.98	28,005,894.22
623. Salaries:			
1. Elem. Principals	3,525,859.53	1,267,640.70	4,793,500.23
2. High School Principals.....	3,809,783.54	1,376,070.30	5,185,853.84
Sub-Total Inst. Salaries.....	\$ 91,986,836.51	\$37,138,424.45	\$129,125,260.96
624. Instructional Supplies	833,089.45	321,396.67	1,154,486.12
625. Salaries: Supervisors	826,415.64	251,800.50	1,078,216.14
Total Instructional Service.....	\$ 93,646,341.60	\$37,711,621.62	\$131,357,963.22
63. Operation of Plant:			
631. Wages: Janitors	\$ 3,358,464.30	\$ 1,081,776.01	\$ 4,440,240.31
632. Fuel	1,539,449.91	543,146.56	2,082,596.47
633. Water, Light, Power.....	564,858.88	180,455.31	745,314.19
634. Janitor's Supplies	397,271.42	155,892.88	553,164.30
635. Telephones	53,226.30	15,844.46	69,070.76
Total Operation of Plant.....	\$ 5,913,270.81	\$ 1,977,115.22	\$ 7,890,386.03
65. Fixed Charges:			
653. Compensation:			
School Employees	\$ 65,302.05	\$ 5,098.11	\$ 70,400.16
654. Reimbursement: Injured Pupils	3,650.45	2,102.28	5,752.73
656. Tort Claims	77,769.66	41,490.26	119,259.92
Total Fixed Charges.....	\$ 146,722.16	\$ 48,690.65	\$ 195,412.81
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers.....	\$ 1,286,196.37	\$ 526,375.02	\$ 1,812,571.39
2a. Gas, Oil, Grease.....	773,104.65	328,128.62	1,101,233.27
2b. Gas Storage Equipment.....	3,808.95	2,369.79	6,178.74
3. Salaries: Mechanics	1,348,112.04	490,805.76	1,838,917.80
4a. Repair Parts, Batteries.....	643,142.49	272,629.06	915,771.55
4b. Tires and Tubes	321,348.94	115,348.94	436,697.88
4c. License and Title Fees.....	780.93	205.57	986.50
4d. Garage Equipment	23,203.00	4,724.25	27,927.25
5. Contract Transportation	14,531.76	6,560.00	21,091.76
Sub-Total (1-5)	\$ 4,414,229.13	\$ 1,747,147.01	\$ 6,161,376.14
6. Major Replacements	1,528,253.14	464,767.86	1,993,021.00
7. Principals Bus Travel.....	42,781.33	17,596.04	60,377.37
Total Transportation	\$ 5,985,263.60	\$ 2,229,510.91	\$ 8,214,774.51
662. School Libraries	382,393.14	132,369.30	514,762.44
664. Child Health Program.....	278,018.11	136,803.00	414,821.11
Total Auxiliary Agencies.....	\$ 6,645,674.85	\$ 2,498,683.21	\$ 9,144,358.06
Total Paid Out by Adm. Units.....	\$108,813,523.27	\$42,236,110.70	\$151,049,633.97
P. State Aid Paid Direct:			
Curriculum Study, Printing, and Surety Bond Premiums			30,520.11
Total Support of Public Schools.....			\$151,080,154.08

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1959-60
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out By Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,434,428.52	\$	\$ 1,434,428.52
612. Travel: Superintendents	52,733.84	.....	52,733.84
613.1 Salaries: Clerical Assistants.....	688,415.40	.....	688,415.40
613.2 Property & Cost Clerks.....	230,050.00	.....	230,050.00
614. Office Expense	111,144.51	.....	111,144.51
615. County Boards of Education.....	9,994.47	.....	9,994.47
Total General Control.....	\$ 2,526,766.74	\$	\$ 2,526,766.74
62. Instructional Service:			
621. Salaries: Elem. Teachers.....	\$ 68,741,997.87	\$29,818,534.79	\$ 98,560,532.66
622. Salaries: H. S. Teachers.....	23,144,902.14	7,821,554.22	30,966,456.36
623. Salaries:			
1. Elem. Principals	3,855,007.37	1,393,756.80	5,248,764.17
2. H. S. Principals.....	3,857,491.85	1,431,506.60	5,288,998.45
Sub-Total Inst. Salaries.....	\$ 99,599,399.23	\$40,465,352.41	\$140,064,751.64
624. Instructional Supplies	857,715.92	326,529.73	1,184,245.65
625. Salaries: Supervisors	905,047.23	249,437.00	1,154,484.23
Total Instructional Services	\$101,362,162.38	\$41,041,319.14	\$142,403,481.52
63. Operation of Plant:			
631. Wages: Janitors	\$ 3,485,839.35	\$ 1,126,641.28	\$ 4,612,480.63
632. Fuel	1,598,731.98	569,658.51	2,168,390.49
633. Water, Light, Power	574,537.96	189,194.78	763,732.74
634. Janitor's Supplies	407,912.14	161,681.88	569,594.02
635. Telephones	54,975.94	15,361.77	70,337.71
Total Operation of Plant	\$ 6,121,997.37	\$ 2,062,538.22	\$ 8,184,535.59
65. Fixed Charges:			
653. Compensation:			
School Employees	\$ 46,727.45	\$ 11,375.73	\$ 58,103.18
654. Reimbursement: Injured Pupils	1,746.24	939.63	2,685.87
656. Tort Claims	69,925.49	39,485.22	109,410.71
Total Fixed Charges	\$ 118,399.18	\$ 51,800.58	\$ 170,199.76
66. Auxiliary Agencies:			
661. Transportation of Pupils			
1. Wages of Drivers	\$ 1,312,637.65	\$ 546,251.93	\$ 1,858,889.58
2a. Gas, Oil, Grease.....	780,829.64	321,885.41	1,102,715.05
2b. Gas Storage Equipment	1,741.45	344.27	2,085.72
3. Salaries: Mechanics	1,356,111.85	515,010.37	1,871,122.22
4a. Repair Parts, Batteries.....	712,882.09	306,148.04	1,019,030.13
4b. Tires and Tubes.....	329,028.50	116,015.90	445,044.40
4c. License & Title Fees.....	1,161.37	338.13	1,499.50
4d. Garage Equipment	27,378.33	6,751.95	34,130.28
5. Contract Transportation	15,670.05	5,215.25	20,885.30
Sub-Total (1-5)	\$ 4,537,440.93	\$ 1,817,961.25	\$ 6,355,402.18
6. Major Replacements	1,940,402.63	719,569.37	2,659,972.00
7. Principals Bus Travel	43,465.08	18,099.53	61,564.61
Total Transportation	\$ 6,521,308.64	\$ 2,555,630.15	\$ 9,076,938.79
662. School Libraries	388,010.42	140,269.96	528,280.38
664. Child Health Program.....	266,184.90	143,455.30	409,640.20
Total Auxiliary Agencies	\$ 7,175,503.96	\$ 2,839,355.41	\$ 10,014,859.37
Total Paid Out by Adm. Units	\$117,304,829.63	\$45,995,013.35	\$163,299,842.98
B. State Aid Paid Direct:			
Curriculum Study, Printing, and Surety Bond Premiums, etc.....			36,122.18
Total Support of Public Schools			\$163,335,965.16

Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items.

Except for the 1949 and 1953 State building funds, capital outlay and debt service budgets have been the sole responsibility of local governmental agencies.

During recent years the local units have gradually increased participation in the provision of funds for current expense.

EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.03	\$ 5,709,358.57	\$ 8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1951-55	25,027,038.50	34,449,132.59	9,724,321.99	69,200,493.08
1955-56	27,549,117.25	32,970,532.73	10,245,151.23	70,764,801.21
1956-57	29,473,722.16	10,071,931.83	10,979,602.44	80,525,259.43
1957-58	33,949,085.50	42,613,670.53	12,683,131.22	89,246,187.25
1958-59	36,526,008.27	46,068,397.35	13,000,000.00	95,594,405.62
1959-60†	38,000,000.00	10,000,000.00	13,400,000.00	91,400,000.00

†Estimated.

III

How Are The Schools Organized? What Facilities Are Available?

NUMBER OF SCHOOLS

Elementary Schools

The first eight years of the twelve-year program constitute the elementary schools. There were 2,019 schools of this kind in 1959-60. There is a tendency for the number of small schools to decrease as new modern buildings are constructed.

NUMBER OF PUBLIC ELEMENTARY SCHOOLS

WHITE AND INDIAN

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	.....	.....	.....	3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1949-50	79	156	232	324	350	324	1,465
1954-55	20	59	202	263	341	481	1,366
1955-56	19	39	200	260	353	496	1,367
1956-57	15	34	194	265	345	514	1,367
1957-58	12	31	193	265	340	533	1,374
1958-59	6	41	197	260	327	550	1,381
1959-60	5	40	199	270	320	565	1,399

NEGRO

1929-30	1,153	916	295	.....	.....	.....	2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1949-50	284	621	225	96	83	78	1,387
1954-55	79	248	147	103	110	164	851
1955-56	56	211	139	82	127	176	791
1956-57	39	164	131	82	126	190	732
1957-58	18	122	94	82	124	215	655
1958-59	14	95	90	78	121	232	630
1959-60	11	77	85	78	120	249	620

TOTAL

1929-30	2,131	1,919	1,424	.....	.....	.....	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	561	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1954-55	99	307	349	366	451	645	2,217
1955-56	75	250	339	342	480	672	2,158
1956-57	54	198	325	347	471	704	2,099
1957-58	30	153	287	347	464	748	2,029
1958-59	20	136	287	338	448	782	2,011
1959-60	16	117	284	348	440	814	2,019

Junior High Schools

Although the general pattern of organization in the State is the 8-4 plan, a few units are now operating junior high schools. Except for the Gaston, Mecklenburg, New Hanover and Vance county units, all of these schools were in city units.

High Schools

A high school includes grades 9, 10, 11 and 12, or one or more of these grades, and offers at least the minimum high school course of study adopted by the State Board of Education. A majority of the schools in North Carolina are four-year institutions. The statistical tabulation includes all schools offering instruction in one or more of these grades. In 1959-60 there were 900 schools in this classification.

NUMBER OF PUBLIC HIGH SCHOOLS

WHITE AND INDIAN

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243	...	747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	281	60	745
1949-50	21	226	369	107	723
1954-55	19	139	360	180	698
1955-56	13	127	354	189	683
1956-57	12	118	336	205	671
1957-58	10	109	321	226	666
1958-59	5	99	310	237	651
1959-60	4	85	299	264	652

NEGRO

1929-30	44	52	23	...	119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1949-50	24	97	85	29	235
1954-55	13	45	120	57	235
1955-56	11	44	120	62	237
1956-57	14	32	128	67	241
1957-58	12	31	133	68	244
1958-59	12	28	118	81	239
1959-60	12	27	125	84	248

TOTAL

1929-30	145	455	266	...	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	341	73	978
1949-50	45	323	454	136	958
1954-55	32	184	480	237	933
1955-56	24	171	474	251	920
1956-57	26	150	464	272	912
1957-58	22	140	454	294	910
1958-59	17	127	428	318	890
1959-60	16	112	424	348	900

SCHOOLHOUSES AND VALUE OF PROPERTY

Number of Schoolhouses

The erection of schoolhouses and the care of school property are responsibilities of boards of education. Construction is financed by bond issues, borrowed money, gifts, tax levies, and State grants. In 1959-60, the total was 3,202.

NUMBER OF SCHOOLHOUSES			
Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1949-50	1,919	1,640	3,559
1954-55	1,989	1,201	3,190
1955-56	2,039	1,122	3,161
1956-57	2,082	1,112	3,194
1957-58	2,122	1,010	3,132
1958-59	2,164	1,003	3,167
1959-60	2,206	996	3,202



Value of Property

The value of all school property—sites and buildings, furniture and equipment including library books—tends to increase as newer needed facilities are provided. This total appraised value in 1959-60 was \$711,454,884. On a per pupil enrolled basis the value was \$643.46.

APPRAISED VALUE OF SCHOOL PROPERTY						
	WHITE		NEGRO		TOTAL	
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$ 11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,879,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1954-55	381,088,651	539.70	98,963,164	336.65	480,051,815	480.02
1955-56	411,147,161	569.09	108,459,497	359.99	519,606,658	507.55
1956-57	442,812,970	604.33	121,584,017	396.35	564,397,017	542.96
1957-58	481,659,315	645.55	138,754,250	441.80	620,413,565	585.19
1958-59	515,842,782	674.56	150,378,665	465.94	666,221,447	612.64
1959-60	551,454,307	709.54	160,000,577	487.10	711,454,884	643.46

* Enrolled

State Grants

The General Assembly of 1949, recognizing the inability of the local units to finance the total needs for school facilities, made provision for \$50,000,000 for school plant construction, improvement and repairs. A second \$50,000,000 was provided by the General Assembly of 1953.

The State Board of Education was authorized to allocate these funds to the local units on the basis of specifically approved projects. To June 30, 1960, the Board had allotted \$98,568,087.85 toward the cost of 1,349 projects, thus leaving a balance of \$1,198,699.15 allocated but not approved by projects. The sum of \$233,213.00 was expended for administration, sale of bonds, etc.

LENGTH OF SCHOOL TERM

The minimum Constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State by act of the General Assembly of 1931 assumed responsibility for financial support of the six-months term on State standards of cost. Aid was continued up to eight months on a uniform basis in special high school districts.

In 1933 an eight months uniform State-supported school term was established. This term was extended to nine months in 1943.

TRANSPORTATION

The annual State appropriation for public schools includes an amount for the maintenance and operation of school buses in county units. Transportation is furnished to all children living beyond one and a half miles from the school which they attend.

County boards of education purchase all original buses from local funds. Replacement buses are purchased with State funds. A separate appropriation is made for the purchase of replacement buses. No State funds are provided for transportation in city units.

Most drivers are high school students, who are paid at the rate of \$25.00 per school month.

SCHOOL TRANSPORTATION							
Year	Schools Served	No. of Vehicles	Pupils Trans-ported	% Enroll-ment Trans-ported	Cost of Operation*	Cost per Pupil	Daily Miles Traveled
1919-20	.....	150	7,936	1.1	\$	\$	.....
1924-25	.....	1,909	69,295	8.6	994,611.69	14.35	40,667
1929-30	1,266	4,046	181,494	20.9	2,273,287.55	12.53	108,001
1934-35	1,208	4,014	256,775	28.8	1,936,985.82	7.54	131,435
1939-40	1,469	4,526	334,362	37.5	2,417,659.65	7.23	154,759
1944-45	1,367	4,852	300,904	37.0	3,600,159.04	11.96	155,567
1949-50	1,538	5,846	396,783	44.4	6,110,739.16	15.40	211,887
White	1,080	4,658	313,747	50.2	4,901,132.03	15.62	153,296
Negro	458	1,188	83,036	30.9	1,209,607.13	14.57	58,591
1954-55	1,649	7,293	469,844	47.0	7,538,432.30	16.04	262,132
White	1,111	5,354	346,109	49.0	5,602,990.38	16.19	175,882
Negro	538	1,939	123,735	42.1	1,935,441.92	15.64	86,250
1955-56	1,738	7,539	484,355	47.3	7,831,097.04	16.17	270,095
White	1,156	5,487	354,380	49.1	5,805,585.94	16.38	178,746
Negro	582	2,052	130,075	43.2	2,025,511.10	15.57	91,349
1956-57	1,722	7,732	497,609	47.9	8,607,339.56	17.30	279,804
White	1,151	5,582	362,050	49.1	6,444,490.76	17.80	185,993
Negro	571	2,150	135,559	44.2	2,162,848.80	15.96	93,811
1957-58	1,704	7,951	504,502	47.6	9,115,134.91	18.07	284,365
White	1,178	5,674	363,726	48.7	6,750,724.80	18.56	187,414
Negro	526	2,277	140,776	44.8	2,364,410.11	16.80	96,951
1958-59	1,728	8,075	530,610	48.8	8,864,329.94	16.71	288,630
White	1,188	5,725	378,915	49.6	6,571,679.51	17.34	189,703
Negro	540	2,350	151,695	47.0	2,292,650.43	15.11	98,927
1959-60†	1,738	8,242	537,358	48.6	9,650,000.00	17.96	298,639
White	1,197	5,821	384,587	49.9	6,950,000.00	18.07	195,277
Negro	541	2,421	152,771	46.5	2,700,000.00	17.67	103,362

†Cost estimated

*Including replacements

INSURANCE

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis.

Engineers trained in fire safety make periodic inspections of all public school properties insured in the "Public School Insurance Fund."

As of June 30, 1960, 97 of the 174 administrative school units were provided with insurance in excess of \$286,000,000.

PUBLIC SCHOOL INSURANCE FUND, 1949-50 TO 1959-60

Year	Insurance in Force at June 30	Earned Premiums	Fire Loss	Loss Ratio to Earned Premiums	Net Profit
1949-50	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
1950-51	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
1951-52	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
1952-53	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
1953-54	171,254,967.17	414,163.73	238,082.00	57.48	222,236.16
1954-55	196,247,820.51	457,520.85	332,108.17	72.59	152,556.43
1955-56	221,509,929.32	490,636.88	186,289.62	37.97	339,897.36
1956-57	238,253,104.65	516,474.49	355,515.93	68.84	200,975.68
1957-58	258,606,937.00	538,765.44	206,269.47	38.29	362,299.46
1958-59	274,562,650.00	546,126.23	570,833.09	104.52	126,881.64
1959-60	286,203,100.00	550,303.67	118,275.30	21.49	460,828.13
Total	.....	\$4,409,071.83	\$2,512,027.50	56.97%	\$2,347,313.81

TEXTBOOKS

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent and composed of teachers, principals, supervisors, and superintendents.

Textbooks are purchased and distributed by the Division of Textbooks of the Controller's Office to the county and city units. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan. Supplementary readers for use in the elementary grades are also rented to the schools.

INVENTORY OF BOOKS (At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	U.S. Library Books
1939-40	5,050,532	1,016,135	505,186	5,736	...
1944-45	5,096,135	1,767,157	835,160	263,130	141,384
1949-50	6,700,336	1,106,619	1,385,658	565,629	275,190
1954-55	8,384,982	1,507,090	2,162,974	784,766	362,954
1955-56	7,398,205	1,359,423	2,305,462	766,136	363,367
1956-57	7,336,697	1,179,254	2,450,836	831,358	383,727
1957-58	7,467,679	1,554,713	2,636,829	861,071	348,748
1958-59	8,648,617	1,628,686	2,744,293	893,881	388,947
1959-60	7,379,491	1,621,448	2,859,718	917,313	395,636

EXPENDITURES FOR TEXTBOOKS (This includes the cost of books, cost of rebinding and operating expenses)

1939-40	\$ 193,324.74	\$225,131.92	\$ 19,115.09	\$ 4,180.12	\$.....
1944-45	221,243.01	993,104.58	69,049.18	40,209.02	87,237.78
1949-50	982,179.10	305,377.10	116,778.16	101,523.05	33,859.96
1954-55	1,110,043.19	514,829.77	213,850.15	286,230.46	169,133.35
1955-56	2,056,282.26	683,416.85	167,676.52	203,184.98	137,585.22
1956-57	1,603,338.64	570,564.49	183,476.71	339,691.88	178,382.62
1957-58	1,187,623.31	626,385.96	273,918.72	280,283.60	143,191.80
1958-59	3,201,474.81	682,275.43	174,432.22	292,801.58	158,009.62
1959-60*	1,868,005.80	812,173.49	242,194.11	319,664.78	172,675.70

*Estimated

PRINTING AND PUBLICATIONS

Necessary forms and printed materials for use in the administration and operation of the public schools are printed and distributed by the State offices. Costs of this printed material are borne partly by the State and partly by local funds.

The State Department of Public Instruction has continued to publish the *North Carolina Public School Bulletin*, which is sent free to persons interested in public education. Curriculum bulletins, suggestive in nature and often done cooperatively by State Department personnel and educators in the field, are issued as needed.

PUBLICATIONS PRINTED DURING 1958-1960

Title	No. Copies
Observance of Special Days	40,000
Science, Grades 9-12.....	10,000
Educational Directory of North Carolina, 1958-59.....	5,000
Biennial Report, Part I, 1956-58.....	3,500
Reference Materials for School Libraries.....	1,500
The Constitution of the State of North Carolina	5,000
Biennial Report, Part II, 1950-51.....	1,200
Teaching in North Carolina.....	7,500
Homemaking Education, Grades 9-12.....	5,000
Exceptional Children in North Carolina.....	3,500
Fire Safety.....	10,000
Practical Nursing in North Carolina.....	5,000
Educational Directory of North Carolina, 1959-60.....	5,100
The Constitution of the State of North Carolina.....	10,000
Vocational Agriculture	5,400

SCHOOL LUNCH PROGRAM

The school lunch program began operation in 1943-44. There were in 1959-60 a total of 1,787 schools operating lunchrooms on the Federal reimbursement program. In addition, there were about 115 schools which operated lunchrooms without Federal reimbursements.

Primary purposes of this program are to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate regular classroom teaching with activities in the lunchroom.

STATISTICS CONCERNING LUNCHROOMS (Federal Reimbursement Program)

Year	1. No. Schools Operated			No. Served*	2. Lunches	
	White	Negro	Total		No. Free	Pct. Free
1943-44	179	70	549	10,953,780	**	**
1944-45	769	146	915	25,616,827	2,137,621	8.34
1949-50	1,111	281	1,422	47,879,054	3,436,543	7.18
1954-55	1,273	382	1,655	83,331,637	6,424,273	7.71
1955-56	1,296	332	1,628	79,016,870	5,424,006	6.86
1956-57	1,328	353	1,681	84,283,746	5,683,426	6.74
1957-58	1,353	378	1,731	86,566,111	5,973,145	6.91
1958-59	1,379	385	1,764	91,755,286	5,986,782	6.52
1959-60	1,391	396	1,787	97,300,579	6,068,990	6.24

*Includes "Milk Only" luncheon to 1955-56.

**Data not available.

3. Cash Income from Program

	Sale of Lunches	USDA Reimbursement	Other	Total
1943-44	\$	\$ 760,636.20	\$	\$ 760,636.20
1944-45	2,389,447.18	2,254,004.08	34,021.07	4,677,472.33
1949-50	7,940,674.55	2,876,998.41	546,855.32	11,364,528.28
1954-55	16,397,697.12	3,118,451.51	948,115.72	20,464,264.35
1955-56	17,514,484.33	2,911,125.55	928,498.77	21,354,108.65
1956-57	18,922,037.44	3,464,431.62	998,407.44	23,384,876.50
1957-58	19,727,662.30	3,447,161.05	1,114,844.18	24,289,667.53
1958-59	21,784,388.56	3,770,275.72	1,219,501.56	26,774,165.81
1959-60	23,518,379.61	3,816,242.17	1,302,543.41	28,667,165.19

4. Expenditures

	Food	Labor	Other	Total
1943-44	\$	\$	\$	\$
1944-45	3,078,514.64	1,115,036.64	348,926.68	4,542,477.96
1949-50	7,068,911.92	2,713,838.71	898,291.46	10,681,042.09
1954-55	11,027,135.85	4,659,436.29	1,828,472.62	17,515,044.76
1955-56	11,659,207.38	5,056,422.92	1,717,447.26	18,433,077.56
1956-57	11,932,877.91	5,519,176.90	2,145,131.34	19,597,186.15
1957-58	17,058,248.63	5,995,988.49	1,908,899.13	24,963,136.25
1958-59	17,924,163.62	6,341,557.22	1,922,270.79	26,187,991.63
1959-60	18,555,413.69	6,951,077.28	2,252,229.58	27,761,720.55

IV

How Many Children Are Enrolled? How Well Do Children Attend? How Many Students Graduate from High School and What Becomes of Them?

ENROLLMENT AND ATTENDANCE

There were 1,105,677 pupils enrolled in the public schools of North Carolina in 1959-60.

Average daily attendance during this year was 1,003,455, thus indicating determination on the part of present-day boys and girls to take advantage of educational opportunities.

Distribution of enrollment by grades shows greater numbers in both elementary and high schools. According to the percentage by grades, the distribution of enrollment was somewhat better in 1959-60 than in 1954-55.

ENROLLMENT BY GRADES (Code a + e)								
Grade	WHITE				NEGRO			
	Number		Per Cent		Number		Per Cent	
	1954-55	1959-60	1954-55	1959-60	1954-55	1959-60	1954-55	1959-60
First	80,815	76,822	11.5	9.9	40,580	39,224	13.8	11.9
Second	85,629	74,935	12.1	9.7	35,106	35,859	12.0	10.9
Third	68,280	72,637	9.7	9.4	30,664	35,080	10.4	10.7
Fourth	63,872	70,618	9.1	9.1	28,699	33,190	9.8	10.1
Fifth	64,742	72,377	9.2	9.3	28,044	32,306	9.5	9.8
Sixth	67,011	74,841	9.3	9.6	27,048	30,866	9.2	9.4
Seventh	60,643	78,640	8.6	10.1	24,731	28,940	8.4	8.8
Eighth	56,008	62,427	7.9	8.0	22,288	24,237	7.6	7.4
Ungraded	476	1,081	.1	.1	369	519	.1	.2
Elementary	547,476	534,378	77.5	75.2	237,529	260,221	80.8	79.2
Ninth	50,580	58,186	7.2	7.5	19,633	22,625	6.7	6.9
Tenth	42,535	51,456	6.0	6.6	15,420	18,453	5.3	5.6
Eleventh	35,623	46,311	5.1	6.0	11,807	15,252	4.0	4.7
Twelfth	29,878	36,818	4.2	4.7	9,505	11,924	3.2	3.6
Ungraded	18	52	.0	.0	71	1	.0	.0
High School	158,634	192,823	22.5	24.8	56,436	68,255	19.2	20.8
Total	706,110	777,201	100.0	100.0	293,965	328,476	100.0	100.0

ENROLLMENT AND ATTENDANCE

ELEMENTARY SCHOOLS

Year	Enrollment (Code a + e)			Average Daily Attendance		
	White	Negro	Total	White	Negro	Total
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1954-55	547,476	237,529	785,005	502,811	209,906	712,717
1955-56	558,387	242,487	800,874	513,273	215,161	728,434
1956-57	562,572	246,068	808,640	519,558	217,974	737,532
1957-58	564,986	250,191	815,177	512,846	219,741	732,587
1958-59	574,600	255,801	830,401	531,179	229,467	760,646
1959-60	584,378	260,221	844,599	539,395	231,341	770,736

HIGH SCHOOLS

1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
1954-55	158,634	56,436	215,070	142,707	48,605	191,312
1955-56	164,074	58,799	222,873	147,825	50,840	198,665
1956-57	170,159	60,688	230,847	153,464	52,347	205,811
1957-58	181,135	63,875	245,010	162,623	55,101	217,724
1958-59	190,112	66,944	257,056	172,498	58,331	230,829
1959-60	192,823	68,255	261,078	174,164	58,555	232,719

ALL SCHOOLS

1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1954-55	706,110	293,965	1,000,075	645,518	258,511	904,029
1955-56	722,461	301,286	1,023,747	661,098	266,001	927,099
1956-57	732,731	306,756	1,039,487	673,022	270,321	943,343
1957-58	746,121	314,066	1,060,187	675,469	274,842	950,311
1958-59	764,712	322,745	1,087,457	703,677	287,798	991,475
1959-60	777,201	328,476	1,105,677	713,559	289,896	1,003,455

*An eighth grade was added to elementary schools in 1943-44.

MEMBERSHIP AND ATTENDANCE

How well pupils attend school is indicated by the relationship between the average length of school term and the per cent of membership in attendance. Many units find it helpful to employ attendance workers for solving school attendance problems and thereby improving school attendance. During 1959-60, 74 units (40 county and 34 city) employed 70 persons in this capacity.

PERCENTAGE OF A.D.M. IN A.D.A.

Year	WHITE			NEGRO			TOTAL		
	Elem.	H. S.	Total	Elem.	H. S.	Total	Elem.	H. S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1954-55	94.5	94.6	94.5	91.7	92.3	91.8	93.7	94.0	93.7
1955-56	94.6	94.8	94.6	91.8	92.3	91.9	93.7	94.2	93.8
1956-57	95.0	94.9	95.0	91.5	91.9	91.6	93.9	94.1	94.0
1957-58	93.3	94.0	93.5	90.5	91.3	90.7	92.4	93.3	92.6
1958-59	95.0	95.1	95.0	92.2	92.3	92.2	94.1	94.4	94.2
1959-60	94.8	94.8	94.8	91.3	91.1	91.2	93.7	93.9	93.7

AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP
(Average term multiplied by per cent membership in attendance)

Year	White	Negro	Total
1934-35	148.3	142.6	146.5
1939-40	156.8	148.9	153.5
1944-45	167.3	160.5	165.2
1949-50	168.7	164.2	167.4
1954-55	170.1	165.2	168.7
1955-56	170.3	165.4	168.8
1956-57	171.0	164.9	169.2
1957-58	168.3	163.3	166.7
1958-59	171.0	166.0	169.6
1959-60	170.6	164.2	168.7

DROP-OUTS AND ABSENCES

In 1959-60 fewer than 5 per cent of enrollment dropped out of school and the number of absences was at an all-time low. These facts indicate an increasingly better holding power of the public schools.

DROP-OUTS* AND ABSENCES

Year	WHITE				NEGRO			
	Drop-Outs	Per Cent	Average Daily Absences	Per Cent	Drop-Outs	Per Cent	Average Daily Absences	Per Cent
1934-35	52,891	3.6	43,714	7.5	18,402	6.7	25,939	10.3
1939-40	39,640	6.4	32,634	5.5	15,849	5.8	23,615	9.3
1944-45	38,762	6.9	33,182	6.2	14,557	5.8	23,578	10.1
1949-50	30,705	4.9	38,197	6.3	13,286	4.9	22,330	8.7
1954-55	31,180	4.4	29,412	4.4	13,619	4.6	21,835	7.8
1955-56	32,302	4.5	37,505	5.4	13,852	4.6	23,518	8.1
1956-57	32,453	4.4	35,727	5.0	13,546	4.4	24,816	8.4
1957-58	30,932	4.1	47,251	6.5	13,166	4.2	28,228	9.3
1958-59	32,185	4.2	36,702	5.0	9,858	3.1	24,202	7.8
1959-60	29,597	3.8	39,185	5.2	13,807	4.2	27,835	8.8

* Enrollment (Code a + e) less membership (last day of school).

PROMOTIONS

Approximately 93 per cent of white pupils and 89 per cent of Negro pupils were promoted to the next higher grade at the end of the school year 1959-60. This was a much higher percentage than the record prior to 1949-50.

PROMOTIONS

Year	WHITE		NEGRO		TOTAL	
	No.	*%	No.	*%	No.	*%
1934-35	469,414	83.3	182,946	70.9	652,360	79.4
1939-40	493,608	85.1	191,615	75.1	685,223	82.0
1944-45	468,728	89.5	190,574	80.9	659,302	86.8
1949-50	557,961	93.9	224,093	87.8	782,054	92.0
1954-55	638,146	94.5	252,119	89.9	890,265	92.3
1955-56	650,791	94.3	257,922	89.7	908,613	93.0
1956-57	658,161	94.0	262,058	89.4	920,219	92.6
1957-58	668,284	92.4	267,685	89.0	935,969	92.1
1958-59	683,904	93.4	279,027	89.2	962,931	92.1
1959-60	697,575	93.3	283,502	90.1	981,077	92.4

* Of membership (last day).

HIGH SCHOOL GRADUATES

A larger percentage of seniors was graduated from high school in 1959-60 than ten years ago. Recent studies show that 44.6 per cent of white graduates and 33.3 per cent of Negro graduates continued their formal education in college or in other educational institutions.

HIGH SCHOOL GRADUATES

Year	WHITE		NEGRO		TOTAL	
	No.	*%	No.	*%	No.	*%
1934-35‡	19,011	92.2	3,053	90.1	22,064	91.9
1939-40‡	26,690	97.4	4,839	89.3	31,529	92.5
1944-45**	21,981	97.8	4,948	94.1	26,929	95.7
1949-50	24,226	97.7	6,259	96.2	30,485	98.2
1954-55	28,065	98.0	8,536	96.4	36,601	97.7
1955-56	29,325	98.0	8,836	96.4	38,161	97.6
1956-57	29,370	98.1	9,277	97.3	38,647	97.9
1957-58	30,140	97.8	9,848	98.5	39,988	98.0
1958-59	32,275	97.3	10,520	96.9	42,795	97.2
1959-60	34,385	97.5	10,886	96.8	45,271	97.3

* Of membership (last day).

** Per cent from 12th grade only this and following years.

‡ Completion of eleventh grade.

WHAT BECOMES OF HIGH SCHOOL GRADUATES

Percentage	WHITE				NEGRO			
	1954	1955	1958	1959	1954	1955	1958	1959
Enrolled in senior colleges.....	27.1	26.2	27.5	27.7	23.9	25.9	26.6	26.7
Enrolled in junior colleges.....	5.5	6.1	7.9	7.6	.8	2.1	1.7	1.5
Total.....	32.6	32.3	35.4	35.3	24.7	28.0	28.3	28.2
Enrolled in trade and business schools, nursing.....	8.3	6.5	9.3	9.3	8.2	5.1	6.4	5.1
Military service	7.1	6.6	5.6	5.1	8.0	8.3	4.4	3.5
Work, etc.	52.0	54.6	49.7	50.3	59.1	58.6	60.9	63.2

V

How Many Teachers, Principals and Supervisors Are Employed? What Is the Extent of Their Education? What Are the Teacher Needs? What Salaries Are Paid? What Is the Ratio of the Number of Teachers to Number of Pupils in Average Daily Attendance?

NUMBERS

To take care of increased enrollment in the public schools, it has been necessary to increase the number of teachers, both elementary and high school. In 1959-60 there was a total of 37,212 classroom teachers, 26,893 white and 10,319 Negro. Of this number 3,545 were paid from local and vocational funds.

There were 944 elementary principals and 848 high school principals in 1959-60. There were 250 white and 59 Negro supervisors of instruction employed that year.

Year	NUMBER OF TEACHERS						
	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1954-55	17,150	6,772	6,380	2,011	23,530	8,783	32,313
1955-56	17,696	6,995	6,600	2,100	24,296	9,095	33,391
1956-57	18,098	7,185	6,819	2,183	24,917	9,368	34,285
1957-58	18,330	7,350	7,135	2,281	25,465	9,631	35,096
1958-59	18,523	7,576	7,545	2,404	26,068	9,980	36,048
1959-60	18,978	7,787	7,915	2,532	26,893	10,319	37,212
Year	NUMBER OF PRINCIPALS AND SUPERVISORS						
	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1949-50*	563	173	695	212	1,258	385	1,643
1954-55	736	271	668	218	1,404	489	1,893
1955-56	774	263	666	219	1,440	482	1,922
1956-57	836	270	640	222	1,476	492	1,968
1957-58	854	282	656	224	1,510	506	2,016
1958-59	879	292	638	223	1,517	515	2,032
1959-60	947	306	624	224	1,571	530	2,101

*Supervisors included beginning with this year.

TEACHER EDUCATION

North Carolina instructional personnel rank high among the states in their educational qualifications. Of the total 1959-60 staff, 95.0 per cent held certificates based on college graduation and above. Fewer than 2,000 of the 39,319 instructional personnel employed held certificates based on less than college graduation.

CERTIFICATE STATUS, INSTRUCTIONAL PERSONNEL, 1959-60
(Teachers, Principals and Supervisors)

	Non- Standard	Elem. B	Elem. A	Class C	Class B	Class A	Grad. uate	TOTAL
WHITE AND INDIAN.....	37	28	43	163	1,605	22,295	4,299	28,470
Elementary Teachers.....	25	18	42	161	1,401	15,691	1,640	18,978
High School Teachers.....	12	10	1	2	204	6,237	1,455	7,921
Elementary Principals.....	—	—	—	—	—	223	474	697
High School Principals.....	—	—	—	—	—	104	520	624
Supervisors	—	—	—	—	—	40	210	250
NEGRO	3	—	1	6	65	8,189	2,585	10,849
Elementary Teachers.....	3	—	1	6	48	6,084	1,645	7,787
High School Teachers.....	—	—	—	—	17	2,005	510	2,532
Elementary Principals.....	—	—	—	—	—	58	189	247
High School Principals.....	—	—	—	—	—	32	192	224
Supervisors	—	—	—	—	—	10	49	59
TOTAL	40	28	44	169	1,670	30,484	6,884	39,319
Elementary Teachers.....	28	18	43	167	1,449	21,775	3,285	26,765
High School Teachers.....	12	10	1	2	221	8,242	1,965	10,453
Elementary Principals.....	—	—	—	—	—	281	663	944
High School Principals.....	—	—	—	—	—	136	712	848
Supervisors	—	—	—	—	—	50	259	309

SCHOLARSHIP LOAN FUND FOR PROSPECTIVE TEACHERS

The 1957 Session of the General Assembly appropriated funds to provide 300 regular scholarship loans of not more than \$350.00 each for the first year of the 1957-59 biennium and 600 for the second year of the biennium. Also an appropriation was made to provide 200 summer school scholarship loans of not more than \$75.00 for each year of the biennium. This program was extended in 1959, providing for 300 new loans each year.

An average of about 3,000 requests for application blanks have been received annually. Approximately 1,300 completed applications have been submitted each year for consideration by the Awards Committee.

Recipients of scholarships are enrolled in 41 of our North Carolina colleges and universities. There are now 227 teachers in the North Carolina public school classrooms who received scholarships from the Prospective Teachers Scholarship Loan Fund.

The following table gives a picture of the status of the Scholarship Loan Fund:

Year	New Awards Made	In College 1960-61	Graduated & Teaching 1960-61	Graduated, Teaching & Repaid	Cancelled	College Temporarily Interrupted	Granted Extension to Begin Teaching	Deceased
1957-58	294	118	96	21	28	19	12	—
1958-59	367	248	43	36	22	13	—	—
1959-60	336	282	27	4	14	8	—	1
1960-61	390	390	—	—	—	—	—	—
Total	1,387	1,038	166	61	64	40	17	1

SUPPLY AND DEMAND

A recent study shows that less than ten per cent of the teachers leave the profession each year. In 1959-60 there was a demand for 3,588 new teachers for the public schools, 2,843 white and 745 Negro. This demand was based on increased enrollment and replacements due to homemaking, retirement, illness, formal study, death, employment, etc. Of the 2,877 white and 1,033 Negro teacher-graduates from North Carolina colleges in 1959, only 1,346 white and 367 Negro teachers were employed in North Carolina public schools. The remaining 1,497 white and 378 Negro teachers came from other states or were former teachers.

SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis, twenty teaching days to the month, in accordance with the State salary schedule. All teachers, except teachers of vocational agriculture and home economics, are paid for a nine-months term. Vocational teachers are paid for ten, eleven, or twelve months each year. Supervisors and principals are paid on a ten months basis.

Approximately 41 per cent of the total instructional personnel are paid higher salaries than the State schedule. Several units also employ nearly 2,000 additional instructional personnel who are paid entirely from local funds.

The average annual salary paid all teachers in 1959-60 was approximately \$3,950.

AVERAGE ANNUAL SALARIES, ALL FUNDS

A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1929-30	\$ 865.06	\$ 509.89	\$1,241.69	\$ 826.80	\$ 954.11	\$ 538.75	\$ 849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.33
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1954-55	3,185.97	3,320.00	3,212.24	3,186.72	3,196.64	3,293.50	3,219.89
1955-56	3,218.77	3,344.37	3,228.91	3,208.88	3,221.19	3,316.90	3,247.91
1956-57	3,230.16	3,357.72	3,257.03	3,259.89	3,236.65	3,337.72	3,264.40
1957-58	3,730.25	3,857.30	3,706.25	3,715.85	3,724.23	3,827.65	3,725.72
1958-59*	3,790.28	3,901.77	3,737.62	3,764.43	3,777.06	3,872.35	3,803.56
1959-60**	3,936.54	4,052.32	3,881.80	3,909.67	3,922.76	4,021.72	3,950.28

B. Principals and Supervisors

1929-30	—	—	—	—	2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,223.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1949-50***	3,837.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15	4,090.84
1954-55	4,837.24	4,792.56	5,414.25	5,449.82	5,111.77	5,085.57	5,105.00
1955-56	4,931.57	4,882.35	5,478.16	5,590.04	5,184.28	5,204.90	5,189.44
1956-57	4,943.62	4,909.91	5,551.11	5,657.43	5,207.03	5,247.21	5,217.08
1957-58	5,663.94	5,701.19	6,025.35	6,319.11	5,820.95	5,974.75	5,859.55
1958-59*	5,713.50	5,751.44	6,286.98	6,417.88	5,954.69	6,040.00	5,976.30
1959-60**	5,933.90	5,973.31	6,529.53	6,665.45	6,184.40	6,272.99	6,206.83

C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1949-50	3,586.21	3,406.90	3,549.74
1954-55	4,373.17	4,289.06	4,353.29
1955-56	4,460.97	4,401.20	4,446.96
1956-57	4,495.34	4,399.91	4,472.29
1957-58	5,514.00	5,139.58	5,421.58
1958-59	5,641.40	5,254.92	5,546.87
1959-60	5,839.73	5,438.34	5,741.56

*Includes contingency salary payment earned in 1958-59, but not paid until August, 1959.

**Estimated and including contingency salary payment earned in 1959-60, but not paid until August, 1960

***Supervisors beginning in 1919-50.

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

A. Teachers

		WHITE		NEGRO	
		No.	Average	No.	Average
Elementary :	1939-40	12,082	\$ 916.42	5,864	\$ 671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1949-50	14,043	2,458.06	6,069	2,559.71
	1954-55	16,494	3,090.92	6,689	3,210.83
	1955-56	17,002	3,103.39	6,876	3,220.32
	1956-57	17,391	3,108.35	7,053	3,225.96
	1957-58	17,513	3,595.02	7,189	3,706.51
	1958-59	17,658	3,607.83	7,386	3,714.17
	1959-60	17,988	3,821.55	7,564	3,942.16
High School :	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1949-50	4,035	2,460.19	1,171	2,459.24
	1954-55	4,902	3,074.77	1,616	3,068.99
	1955-56	5,103	3,084.19	1,700	3,091.64
	1956-57	5,303	3,092.78	1,780	3,103.00
	1957-58	5,574	3,561.89	1,853	3,582.02
	1958-59	5,890	3,555.87	1,967	3,590.16
	1959-60	6,145	3,766.46	2,052	3,811.67
Total :	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1949-50	18,078	2,458.65	7,240	2,543.46
	1954-55	21,396	3,087.22	8,305	3,183.23
	1955-56	22,105	3,098.96	8,576	3,194.81
	1956-57	22,694	3,104.71	8,833	3,201.18
	1957-58	23,087	3,587.02	9,042	3,681.00
	1958-59	23,548	3,594.84	9,353	3,688.09
	1959-60	24,133	3,807.52	9,616	3,914.32

B. Principals

Elementary :	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1949-50	404	3,759.36	100	3,914.91
	1954-55	534	4,677.58	184	4,776.32
	1955-56	573	4,725.20	194	4,819.71
	1956-57	620	4,749.02	207	4,841.29
	1957-58	641	5,306.32	222	5,436.27
	1958-59	660	5,342.21	232	5,463.97
	1959-60	697	5,530.86	247	5,642.74
High School :	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1949-50	682	4,368.35	213	4,156.14
	1954-55	652	5,304.98	216	5,368.58
	1955-56	650	5,316.33	219	5,435.62
	1956-57	639	5,348.75	220	5,502.97
	1957-58	641	5,936.67	223	6,138.32
	1958-59	639	5,962.10	223	6,170.72
	1959-60	624	6,181.88	224	6,390.65
Total :	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1949-50	1,086	4,079.00	313	4,079.07
	1954-55	1,186	5,022.49	400	5,096.14
	1955-56	1,223	5,039.38	413	5,146.30
	1956-57	1,259	5,053.41	427	5,182.20
	1957-58	1,285	5,620.76	445	5,788.08
	1958-59	1,299	5,647.15	455	5,810.35
	1959-60	1,321	5,838.38	471	5,998.44

C. Supervisors

1949-50	152	3,052.55	73	3,043.60
1954-55	180	3,993.73	85	4,061.99
1955-56	171	4,013.16	55	4,151.38
1956-57	171	4,065.11	51	4,171.46
1957-58	177	4,659.62	55	4,736.13
1958-59	178	4,642.78	54	4,662.97
1959-60	187	5,839.82	50	4,988.74

ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day. The North Carolina average of slightly

less than 30 pupils per teacher is approximately two pupils above the average for the nation.

Allotments of teaching positions filled by teachers paid from State funds are made on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year. State teaching positions are allotted for the elementary schools on the basis of one for 25 pupils, two for 45, three for 70, four for 105, five for 138, six for 171, and one for each 30 thereafter. State teaching positions for the high schools are allotted on the basis of one for 25 pupils, two for 40, three for 60, four for 80, and one for each 30 thereafter.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED
(Not including vocational teachers and classified principals)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1954-55	29.3	31.0	22.4	21.2	27.4	29.4
1955-56	29.0	30.8	22.4	24.2	27.2	29.2
1956-57	28.7	30.3	22.5	24.0	27.0	28.9
1957-58	28.0	29.9	22.8	24.2	26.5	28.5
1958-59	28.7	30.3	22.9	24.3	27.0	28.8
1959-60	28.4	29.7	22.0	23.1	26.5	28.1



VI

What Is the Instructional Program in North Carolina Public Schools?

ELEMENTARY SCHOOLS

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas, children are given opportunities to gain competence in the basic skills; and to develop properly in the important areas of intellectual, physical, and emotional maturity; and to develop habits of good citizenship.





Course offerings include:

- Language arts, subjects used in everyday communication—reading, writing, spelling, listening, speaking—are tools for learning in all curriculum areas.
- Through the social studies, pupils are introduced to the nature of the social world. Through related history and geography, pupils are helped to understand their own cultural heritage and the important events, discoveries, and inventions leading up to the social world of today.
- Through the study of arithmetic, pupils learn to compute, weigh, and measure in exact terms; and to think and solve problems quantitatively.
- Art and music develop aesthetic appreciation and enable children to express themselves creatively and communicate ideas.
- Health and physical education emphasize the development of sound personal, physical and mental health. Stress is placed also upon understanding and improving community health, safety, and recreation.

In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by the use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other aids are also used in instruction.

HIGH SCHOOLS

A study of the North Carolina public schools reveals that many of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. The curriculum for some schools is limited to the five required subjects: English, mathematics, social studies, science, and health and physical education.

As shown in the accompanying table, the percentage of schools offering other than the five subject areas named is as follows:

Home economics	90.1 per cent
Typewriting	73.7 per cent
French	73.6 per cent
Agriculture	64.1 per cent
Driver education	37.6 per cent
Music	35.9 per cent
Latin	18.3 per cent
Industrial arts	16.7 per cent
Spanish	15.1 per cent
Art	9.8 per cent
Distributive education	4.2 per cent
Vocational shop and trades	3.8 per cent

Graduation from high school is based on four years of work beyond elementary school and the completion of a minimum of 16 units as follows:

English	4 units
Mathematics	1 unit
Social Studies	2 units
Science	2 units
Health and Physical Education	1 unit
Electives	6 units

Many schools require 17, 18, or more, units for graduation, and two schools are experimenting with the requirement of 24 units by concentrating three subjects per semester.

Slightly more than half of the students who enter high school graduate four years later.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1959-60
(From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	629	60,175	241	23,121	870	83,296
English II	586	52,644	229	18,324	815	70,968
English III	588	47,830	229	15,545	817	63,375
English IV	586	36,441	227	11,963	813	48,404
Dramatics	58	2,093	36	1,076	94	3,169
Speech	66	1,906	16	461	82	2,367
Journalism	85	3,907	17	370	102	4,277
Spelling	12	1,444	14	530	26	1,974
General English, World Literature, Shakespeare, Creative Writing, Remedial English, English V, etc.	17	468	5	128	22	596
MATHEMATICS:						
General Math.	539	34,580	227	18,863	766	53,443
Algebra I	636	42,245	229	14,583	865	56,828
Algebra II	512	24,573	147	5,307	659	29,880
Advanced Algebra	84	2,941	5	100	89	3,041
Plane Geometry	482	19,761	189	6,130	671	25,891
Solid Geometry	205	3,752	20	258	225	4,010
Trigonometry	177	5,737	33	596	210	4,333
Advanced Math., Refresh- er for Success, Fusion, Functional Arithmetic, Senior Mathematics, Advanced Gen. Shop Math., Analytic Geometry, etc.	51	2,066	16	806	67	2,872
SOCIAL STUDIES:						
Citizenship	476	31,740	184	12,718	660	44,458
World History	492	31,501	197	12,279	689	43,780
American History	576	48,680	219	15,431	795	64,111
Economics	356	12,629	157	6,098	513	18,727
Sociology	351	13,006	170	6,543	521	19,549
Problems	62	2,657	30	1,822	92	4,479
Geography	281	11,043	59	1,920	340	12,963
Modern History	1	154			1	154
Government	19	1,507	3	168	22	1,675
Current History	8	550			8	550
Negro History			6	152	6	152
Human Relations	--	---	1	66	1	66
SCIENCE:						
General Science	581	48,966	206	16,910	787	65,876
Biology	586	53,984	221	18,794	807	72,778
Chemistry	433	16,985	195	7,976	628	24,961
Physics	365	8,755	149	3,978	514	12,733
Senior Science	34	1,215	2	78	36	1,293
Physical Science	24	1,190	5	323	29	1,513
Advanced Biology	9	264	8	400	17	664
Applied Science	2	32			2	32
HEALTH:	609	58,358	221	21,767	830	80,125
PHYSICAL EDUCATION:	587	64,830	198	21,387	785	86,217
SAFETY EDUCATION:	35	2,630	11	339	46	2,969
DRIVER EDUCATION:						
(not including summer courses)	245	12,694	93	5,187	338	17,881

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1959-60
(From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ART:						
Advanced	—	—	1	160	1	160
Commercial	1	41	—	—	1	41
Arts and Crafts	62	2,753	26	1,602	88	4,355
MUSIC:						
General Music	68	1,075	12	2,077	110	6,152
Chorus, Choir, Glee Club	223	13,668	100	6,260	323	19,928
Band	182	8,122	93	4,772	275	12,894
Orchestra	17	490	8	171	25	664
Piano	3	126	2	42	5	168
Appreciation	—	—	8	278	8	278
AGRICULTURE I	435	10,647	142	4,564	577	15,211
Agriculture II	426	7,550	142	3,159	568	10,709
Agriculture III & IV	424	8,883	132	3,106	556	11,989
HOME ECONOMICS I	591	23,577	220	9,764	811	33,341
Home Economics II	540	15,649	206	7,041	746	22,690
Home Economics III & IV	387	6,846	160	1,111	547	10,957
TRADES & INDUSTRIES:						
Printing	7	201	1	200	8	404
Auto Mechanics	10	290	5	180	15	470
Machine Shop	13	366	2	17	15	383
Bricklaying	—	—	35	1,130	35	1,130
Carpentry	3	75	10	287	13	362
Diversified Occupations	17	501	7	217	24	718
Cabinet Making, Farm Machines, Marine Voc- ations, Marineology, Sheet Metals, Textiles, Shoe repairing, etc.	12	304	3	100	15	404
INDUSTRIAL ARTS:						
General	94	6,160	56	4,099	150	10,259
Mechanical Drawing and Drafting	79	3,773	16	589	89	4,187
Woodworking	22	1,162	12	682	34	1,844
Electricity and Electronics	12	290	7	191	19	481
Metals	4	309	1	16	5	325
Leather Crafts	1	2	2	89	3	91
DISTRIBUTIVE EDUCATION	36	1,501	2	67	38	1,568
EDUCATIONAL & VOC- ATIONAL GUIDANCE	11	686	10	453	24	1,139
BUSINESS EDUCATION:						
General Business	219	9,241	91	3,198	310	12,439
Typewriting I	474	41,438	189	8,494	663	49,932
Typewriting II	257	8,412	36	706	293	9,118
Shorthand I	368	9,974	91	1,907	459	11,881
Shorthand II	116	2,286	8	142	154	2,428
Business Arithmetic	156	7,685	36	1,503	192	9,188
Bookkeeping I	403	12,897	51	1,344	454	14,241
Bookkeeping II	38	883	4	97	42	980
Business English	40	1,388	4	104	44	1,492
Salesmanship	3	78	1	37	4	115
Office & Clerical Pr.	91	2,554	11	229	102	2,783
Business Law	17	529	5	131	22	660
Personal Typing	16	964	5	142	21	1,106
Office Management, Business Economics, Business Practice, Basic Business, Busi- ness Correspondence, Advanced Business, etc.	11	385	—	—	11	385

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1959-60
(From High School Principals' Annual Reports)

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
FOREIGN LANGUAGES:						
French I	444	15,496	218	9,060	662	24,556
French II	366	7,056	190	1,781	556	11,837
French Conversation	2	34	1	62	3	96
French III & IV	7	130	1	19	8	149
Latin I	158	7,596	7	391	165	7,987
Latin II	142	6,037	9	258	151	6,295
Latin III & IV	14	250	—	—	14	250
Spanish I	116	6,123	20	1,080	136	7,203
Spanish II	82	2,878	12	303	94	3,181
Spanish III & IV	6	75	—	—	6	75
German I	2	146	—	—	2	146
German II	2	87	—	—	2	87
BIBLE:						
Bible I	38	2,555	1	35	39	2,590
Bible II	18	632	1	17	19	649
OTHER COURSES:						
Psychology	20	1,273	3	97	23	1,370
Family Living	37	1,202	10	491	47	1,696
Library Science	46	1,020	6	183	52	1,203
Radio	3	77	1	27	4	104
Gen. Aeron. & Aviation	2	40	—	—	2	40
R. O. T. C.	1	317	—	—	1	317
Orientation	2	41	—	—	2	41
Stage Craft	1	25	—	—	1	25
Practical Nurse Training	1	27	1	230	2	257
Visual Aids	2	56	—	—	2	56
Photography	1	40	2	45	3	85

SCHOOL HEALTH

The school health program consists of the three following major areas:

Health Instruction

- Health is taught as a basic subject in grades one through nine
- At the present time many high schools are meeting a much-felt need of their students by offering a course in health in either the 10th, 11th or 12th grade

Healthful School Environment

- School personnel having the major responsibility for a healthful school environment have become increasingly concerned with the mental and emotional climate of the schools as well as the physical facilities
- Public health and other personnel aid the schools by inspecting the physical facilities and recommending improvements

School Health Services

- School health services is a cooperative program of the schools and public health personnel
- The discovery of remediable defects is a joint responsibility, with the teachers doing screening and observations and the public health nurses working with referrals and helping with the follow-up activities
- The following services were made possible for school children during the current biennium through State appropriation to the State Board of Education:

Discovery of Defects

Eye examinations	3,455
Physical examinations	457
Pre-school clinics	70
Chest X-ray	189
<hr/>	
Total	4,171

<i>Correction of Defects</i>	<i>No. of Children Receiving Services</i>
Tonsils	6,332
Teeth	33,949
Ears	332
Hernia	239
Orthopedic	22
Intestinal parasites	1,075
Eyes (glasses)	6,658
(surgery)	44
Other	2,048
<hr/>	
Total	50,659

PHYSICAL EDUCATION

Physical education is included in the instructional program of the North Carolina schools because it is the one phase of the curriculum which has as its objective the best possible development of all children and youth along the closely related lines of physical growth, motor skills, emotional maturity and social adjustment.

Organization is necessary to insure breadth as well as quality in the physical education program. Personnel, time, space, facili-

ties and equipment are given consideration in planning activities suited to developmental levels of boys and girls.

Requirements in Physical Education

Elementary

The minimum required time in grades 1-8 is 150 minutes per week exclusive of recess time and relief periods. It is recommended that 30 minutes per day be scheduled.

High School

Physical education is required of all ninth grade students. Three periods per week, 45-60 minutes each alternated with health instruction, is under the direction of a teacher trained in the field of health and physical education.

Standards

Acceptable standards are essential for an effective program. The following standards are required for accredited schools:

- Physical education classes must be under the direct instruction of teacher
- Adequate indoor and outdoor play areas are provided
- Adequate supplies and equipment are made available
- A program based on the needs and interests of students is planned and carried out
- A wide variety of activities is used for the fullest developmental level of children

Recommended Programs

The State Department of Public Instruction recognizes the need of physical education for students in the secondary school and recommends where staff and facilities are available that a program for grades 10, 11, and 12 be offered.

INTERSCHOLASTIC ATHLETICS

In 1959-60 basketball was played by more schools than any other sport, with baseball and football being the second and third most popular.

Track is becoming a major inter-school sport with 188 teams organized last spring. The number of wrestling teams participating has also increased.

	<i>Total</i>	<i>White</i>	<i>Negro</i>
Schools reporting	845	616	229
<i>Sports</i>	<i>No. of Schools Participating</i>		
Basketball—			
Boys	824	609	215
Girls	737	555	182
Baseball	657	554	103
Football	439	352	87
Track	188	152	36
Golf	50	50	—
Tennis	44	36	8
Wrestling	28	28	—
Softball	9	8	1
Swimming	5	5	—
Speedball	3	3	—
Soccer	2	2	—
Bowling	1	1	—
Volleyball	1	1	—
Play Days or Sports Days	172	123	49

MUSIC EDUCATION

Much progress has been made during the last four years in the use of music as a means to intensify concepts taught in the social studies and other areas of the curriculum in the elementary school. Curriculum bulletins which correlate music with each of the State-adopted social studies texts for grades 4 through 6 have been distributed to all teachers.

In the school systems organized on a 6-3-3 basis, music offerings are expanded to include the general music class for eighth grade students and chorus for all junior high school students.

Music offerings at the high school level include general chorus, glee clubs, band, orchestra, and "consumer" or general music courses, electives for all students.

DRIVER AND SAFETY EDUCATION

Although North Carolina has been interested in driver and safety education since it first began to operate school transportation systems on local levels, no great effort was possible until funds were authorized by the General Assembly of 1957 by the levy of a \$1.00 tax on motor vehicle operators.

The following is a summary of this school activity prior to 1957-58:

- 1927—Legislation was passed requiring public schools to teach traffic safety.
- 1933—Authorization was made for setting up a Statewide transportation system.
- 1939—State superintendent was instructed to add a course in safety education for the elementary grades.
- Late 1930's—Provision for the training of school bus drivers and programs of high school driver education with the use of automobiles were made.
- 1940's—Importance of driver education increasingly recognized, with courses provided in colleges for training teachers and with more students taking both classroom and car instruction.
- Early 1950's—Emphasis centered in offering driver education to all students of beginning drivers age, thus marking the beginning of a Statewide driver education program with the preparation of an adequate number of teachers.

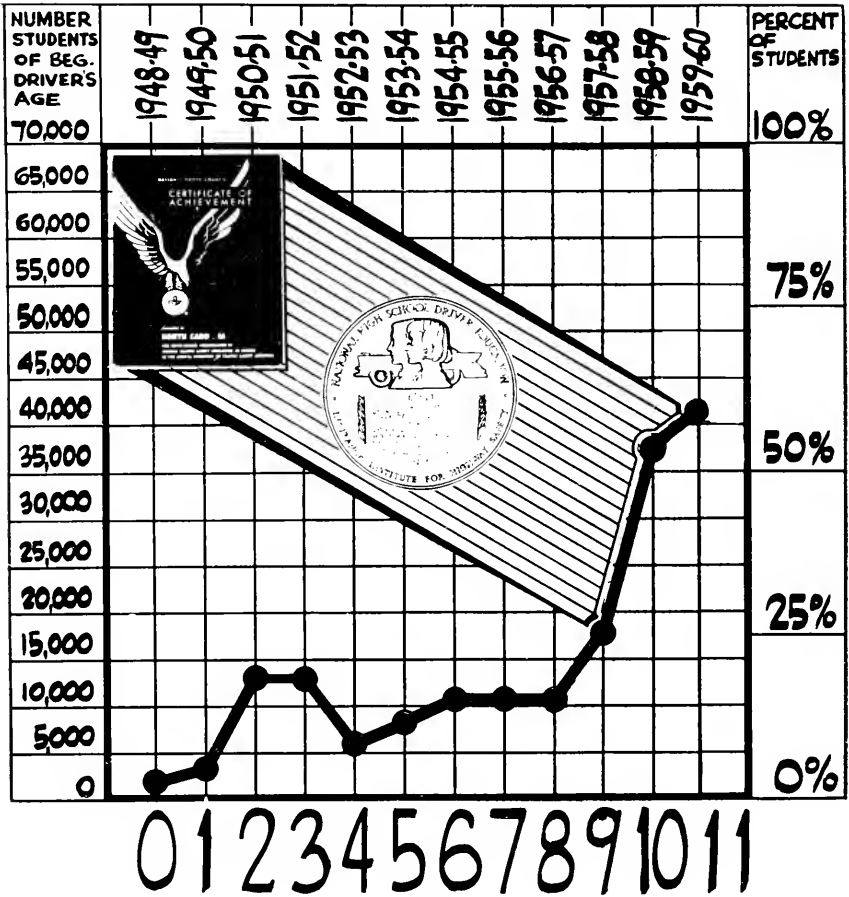
In 1953 more than 200 schools offered classroom and car instruction in driver education. In 1954 a manual in safety education was prepared and distributed. By 1955-56 more than 225 schools were offering classroom and behind-the-wheel instruction in driver education to 10,211 students.

Following the passage of the 1957 law and beginning in 1958-59, high school driver education expanded very rapidly. In recognition of its achievement in this respect, the State was presented national awards. These awards are pictured in the accompanying chart, which indicates the number and per cent of eligible students taking driver education courses from 1948-49 to 1959-60.

In 1948-49, driver instruction was offered to 1,900 students from 44 high schools. Ten years later, 1958-59, this course was provided for 37,000 students from 705 high schools located in 146 of the 174 county and city administrative units. And in 1959-60 such instruction was provided for 41,909 students enrolled in 751 schools located in 170 of the 174 units.

Rules and regulations governing operation of the driver training and safety education program provide that the course shall consist of a minimum of thirty clock hours for classroom instruc-

DRIVER EDUCATION IN N.C. 1949-1960



tion and a minimum of six clock hours for behind-the-wheel instruction and practice driving, exclusive of the time spent in the car as an observer. Classroom instruction must precede or be offered concurrently with the practice driving phase. These minimums meet recommendations of National Driver Education Conference and fulfill Insurance Industry requirements for a reduced rate of insurance for cars driven by male persons under 25 years of age.

Once each year, funds are allotted to each county or city school administrative unit on the basis of the number of students enrolled in grades 9-12 inclusive. However, this course needs only to be made available to a student at one age or grade level. Therefore, the annual enrollment potential for high school driver education will approximate the number of students who attain legal driving age during the year.

The per-student allotment of funds was \$6.28 for 1959-60, a total of \$1,637,396.96. Since the program is not yet offered in all schools and since 449 cars have been made available on a free-loan basis by automobile dealers and others, all available funds have not been used. The accompanying table shows expenditures by purposes during the three years of operation under the 1957 law, including totals and percentages by purposes:

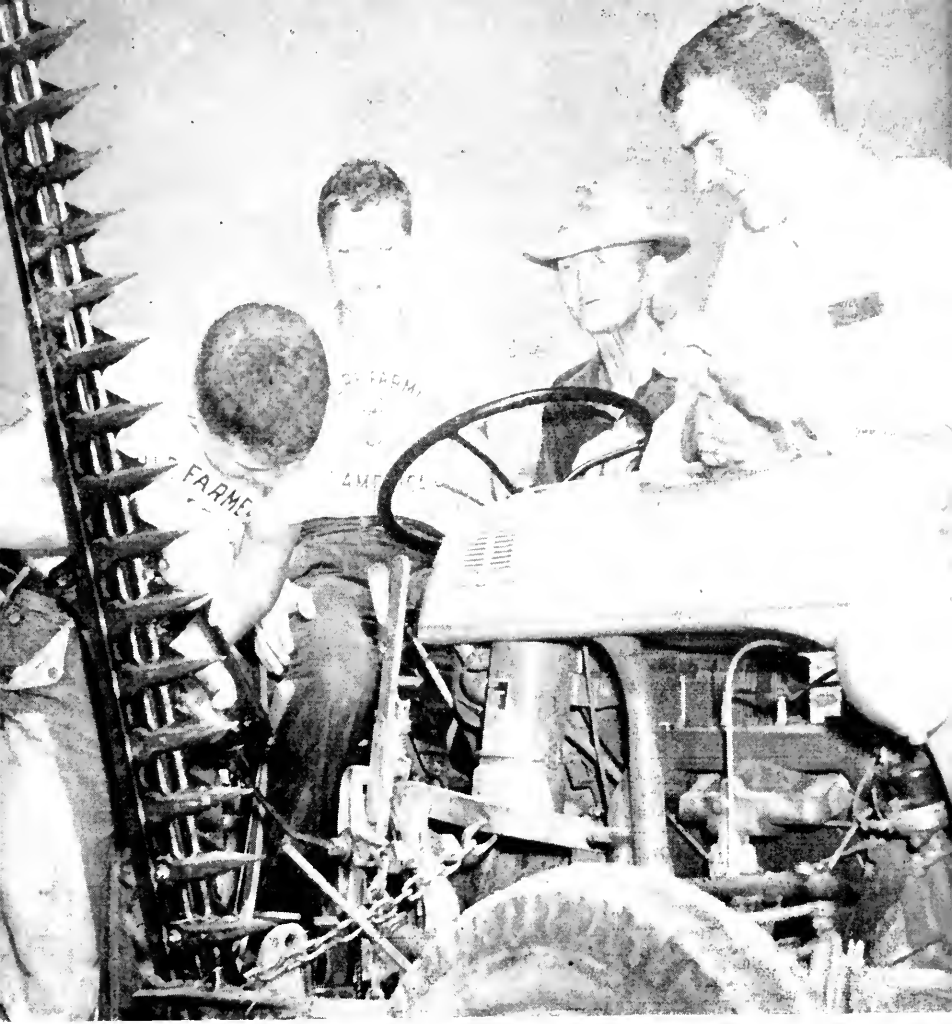
EXPENDITURES FOR DRIVER AND SAFETY EDUCATION

Items	1958 May & June Only	1958-59 (12 Months)	1959-60 (12 Months)	Total 1958-60	Per Cent 1958-60
671-a. Salaries of Teachers....	\$14,803.13	\$522,131.41	\$ 778,587.55	\$1,315,522.09	64.9
671-b. Instructional Supplies..	2,005.51	40,280.78	16,029.83	58,316.12	2.9
671-c. Car Operation Expense	630.64	44,983.08	61,861.92	107,475.64	5.3
671-d. Insurance	1,235.38	27,607.15	30,836.59	59,679.12	2.9
671-e. Rental of Cars.....	154.20	11,061.02	19,581.45	30,796.67	1.5
671-f. Replacement of Cars.....	—	10,108.94	102,492.67	112,601.61	5.6
671-g. Other Equipment.....	976.90	17,178.66	15,599.91	33,755.47	1.7
671-h. Retirement and Social Security	589.15	36,542.30	59,374.07	96,505.52	4.7
687. Original Cars	10,649.46	177,997.18	128,275.64	316,922.28	15.6
Total Expenditures.....	31,044.37	887,890.52	1,212,639.63	2,131,574.52	105.1
Less: 965-3. Sale of Cars and Miscellaneous Receipts	—	12,981.75	90,552.36	103,534.11	5.1
Net Expenditures.....	\$31,044.37	\$874,908.77	\$1,122,087.27	\$2,028,040.41	100.0
Local		39,776.34	29,930.16	69,706.50	2.9
State	31,044.37	835,132.43	1,092,157.11	1,958,333.91	97.1
State Administration & Supervision	\$ 2,810.67*	\$ 19,089.78	\$ 52,254.84	\$ 74,155.29	—

*January 1 to June 30, 1958.

VOCATIONAL AGRICULTURE

Vocational education in agriculture is first and foremost an *educational* program. Its chief aim is to bring about desirable changes in rural people—changes in their attitudes, knowledge, understanding, and ability to act. It is a part of the total public school program and is under the supervision of the principal of the school. Because agricultural education is vocational in nature, the State Department of Public Instruction provides supervisors to assist superintendents, principals, and teachers in plan-



ning and implementing local programs. Every effort is made to develop vocational agriculture courses to the extent that they will meet the specialized needs of those enrolled.

The State Plan for Vocational Education in the public schools includes responsibility for (1) providing instruction in agricultural education for boys enrolled in *high schools* who are interested in agriculture and can conduct a supervised farming program and, (2) for "out-of-school" *young* and *adult* farmers. Perhaps a clearer understanding of the aims of Vocational Education in Agriculture can be obtained by considering each part of the program:

The High School Group. Emphasis with this group is to develop attitudes, understandings, and abilities essential to making a be-

ginning and advancing in farming, as well as to develop citizenship and leadership abilities. The core of the curriculum is based upon problems encountered or anticipated in carrying out the farming programs of the enrollees. Emphasis is placed on the development of ability to make sound decisions in the selection of practices desirable in the production and marketing of crops, livestock and livestock products, and poultry and eggs. Emphasis is also placed on skills needed to apply these practices on a farm. Instruction in soil and water management, conservation of natural resources, farm mechanics, farm management, and other similar areas is included as an integral part of the curriculum.

The Future Farmers of America (FFA) and the New Farmers of America (NFA), organizations whose objectives are a part of Vocational Agriculture, have been organized to serve two main functions:

1. To motivate members (students enrolled in vocational agriculture).
2. To provide wholesome and democratic leadership learning situations.

The Young Farmer Group. Emphasis with this group is to develop attitudes, understanding, and abilities essential to becoming progressively established in farming on a sound economic basis. This continuing program of education in agriculture involves problems relative to selecting a farm, renting and buying a farm, leases and partnership agreements, farm credit, farm management, and farm mechanics. These areas form the core of the instructional program.

The Adult Farmer Group. With this group emphasis is on developing attitudes, understanding, and abilities essential in the improvement of the efficiency of the individual's farm business. It might be considered an in-service type of training. Agricultural research is developing new technology each year, but it is of particular value to farmers only to the extent that they apply it to their farm business. Instruction for this group is individually planned around new farm practices in farm organization and management, in farm mechanics, in soil and water management, in farm electrification, and the like, in terms of the particular type of farming prevalent on the farms of the individuals enrolled.



Vocational Agriculture was included in the curriculum of 590 of the 900 high schools operating in the State in 1959-60. Through its high school and adult programs 35,726 high school boys and 19,735 young and adult farmers received agricultural instruction during the year.

VOCATIONAL AGRICULTURAL PROGRAM					
Year	Number of Schools	High School Enrollment	Young & Adult Farmer Enrollment	Total Enrollment	Financial Returns on High School Supervised Projects
1918-19	29	323	—	323	\$ 41,480.85
1919-20	41	721	—	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1954-55	593	30,038	14,794	44,832	6,168,091.49
1955-56	586	32,668	15,201	47,869	6,573,589.76
1956-57	586	33,096	15,765	48,861	7,902,745.56
1957-58	588	33,772	15,521	49,293	6,363,159.67
1958-59	591	35,404	16,852	52,256	7,446,650.41
1959-60	590	35,726	18,735	54,461	7,455,716.04

EXPENDITURES FOR VOCATIONAL AGRICULTURE (Not including Teacher Training)				
Year	State	Local	Federal	Total
1925-26	\$ 46,427.68	\$ 75,741.39	\$ 122,168.53	\$ 244,337.60
1929-30	63,106.15	167,444.71	141,802.56	372,353.42
1934-35	39,773.82	136,166.34	173,994.21	349,934.37
1939-40	129,706.33	224,264.45	328,136.65	682,107.43
1944-45	231,172.36	281,877.59	334,508.17	847,558.12
1949-50	851,853.31	649,631.33	147,808.68	1,949,313.32
1954-55	921,204.59	1,238,923.48	621,230.28	2,781,357.95
1955-56	1,215,476.07	946,457.67	670,893.28	2,832,827.02
1956-57	1,189,136.10	953,688.46	712,026.28	2,854,850.84
1957-58	1,591,088.41	1,319,198.66	723,675.00	3,622,313.35
1958-59	1,704,109.23	1,334,033.68	738,329.36	3,776,772.27
1959-60				

VOCATIONAL HOME ECONOMICS

Home economics is a field of knowledge primarily concerned with strengthening family life through educating the individual for family living. The teacher includes these aspects of family living in her instructional program: family relationships and child development; consumption and other economic aspects of personal and family living; nutritional needs and the selection, preservation, preparation, and use of food; design, selection, construction, and care of clothing, and its psychological and social significance; textiles for clothing and for the home; housing for the family and equipment and furnishings for the household; art as an integral part of everyday life; management in the use of resources so that values and goals of the individual, the family, or of society may be attained.

Home economics was taught in 849 schools during 1959-60. Of this number 557 received reimbursement for a vocational program which gave the teachers an extended term of employment to become better acquainted with her students and their families through home visits, supervision of home experiences, and instruction to adults. Such school-home contacts help to make the teaching program both functional and family centered.

The Future Homemakers of America and New Homemakers of America are student organizations found in the majority of the high schools. The object of both organizations is to help individuals to improve personal, family and community living through organized programs as a part of the homemaking education program in the schools.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes	
			Number	Enrollment
1918-19	3	100		
1919-20	23	814		
1924-25	140	5,552	20	323
1929-30	231	10,216	334	3,925
1934-35*	87	5,283	271	3,501
1939-40	289	20,981	355	6,761
1944-45	406	29,162	302	4,718
1949-50	436	32,203	139	2,334
1954-55	545	63,020	223	3,046
1955-56	548	41,642	301	14,486
1956-57	556	41,642	406	9,573
1957-58	561	51,833	357	9,277
1958-59	561	52,442	365	8,400
1959-60	568	45,176	395	8,521
	593	45,731	459	9,701

* Beginning this year the figures concern only departments financed in part by Federal funds.

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

Year	State	Local	Federal	Total
1925-26	\$ 68,003.65	\$ 57,839.65	\$ 12,629.35	\$ 138,472.65
1929-30	54,963.45	151,500.20	19,538.28	226,001.93
1934-35	13,677.18	40,192.79	52,708.09	106,573.06
1939-40	61,773.27	116,116.41	168,231.74	349,121.42
1944-45	249,669.74	211,685.18	174,148.73	635,494.65
1949-50	758,983.20	160,026.54	231,402.97	1,450,412.71
1954-55	1,033,076.83	675,940.87	318,605.47	2,027,623.17
1955-56	1,015,340.20	683,135.23	350,930.17	2,049,405.60
1956-57	1,018,015.73	696,200.75	374,325.70	2,088,542.18
1957-58	1,233,779.12	828,070.75	380,468.89	2,442,318.76
1958-59	1,266,092.25	954,517.35	380,462.87	2,601,069.47
1959-60	1,392,918.71	1,028,513.55	386,247.00	2,807,709.26

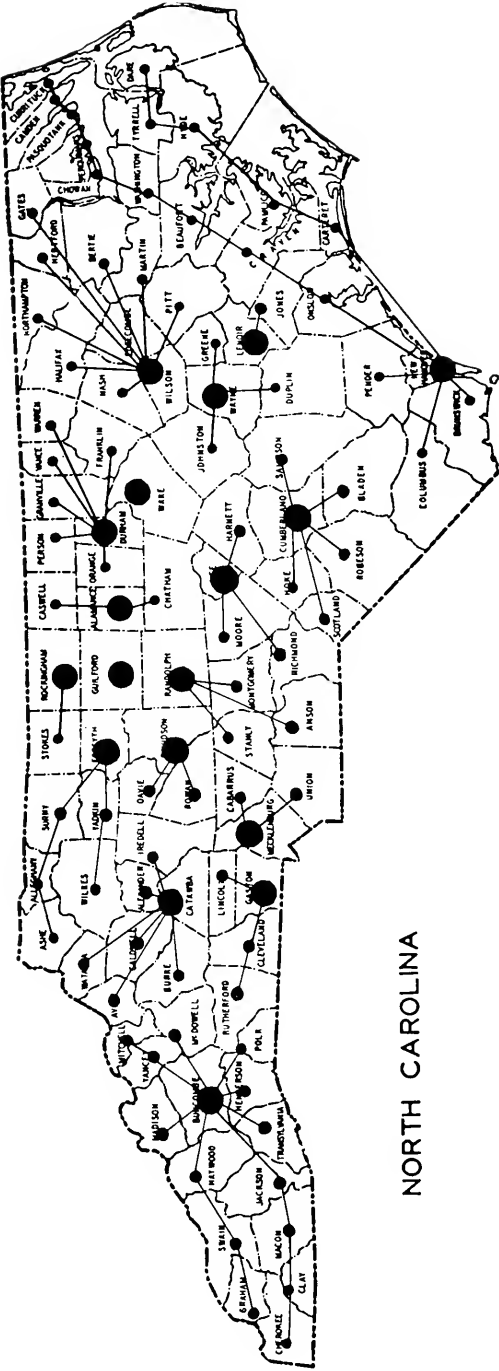




VOCATIONAL TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education, financed from Federal, State, and local funds, in the past few years has developed into two divisions; namely, the regular high school and industrial education center programs.

The regular high school programs enroll youth 16 years of age or older who wish to learn a skilled trade or certain technical occupations. These youth attend trade classes one-half of the school day and devote the remainder of the day to other school subjects. Cooperative classes were also held in 34 high schools with 842 students enrolled last year. Cooperative students spend one-half the day in school and the other half in carefully selected



NORTH CAROLINA

- Existing Industrial Education Centers
- Areas to be served by these Centers

skilled on-the-job training. Day trade and cooperative programs enroll students in courses such as auto mechanics, bricklaying, carpentry, drafting, electronics, textile occupations, and machine shop. Eleven administrative units have practical nursing programs which enrolled 1,537 students last year.

Industrial Education Centers enroll both high school youth and adults at a ratio of about six adults to one high school student. Classes may be trade preparatory, upgrading, related instruction for apprentices, or technician training. Students entering into the Center courses must meet quality admission standards.

The Industrial Education Centers, authorized by the 1957 General Assembly, are planned to serve an area and are aimed at reaching a great mass of people who want, need, and can use specialized education for entering a specific occupation or for improving themselves in their present jobs. Twelve Centers are now in operation; six more are in various stages of planning.

The Federal government, recognizing the increasing need for technicians, has allotted funds for technician training through



the provision of the National Defense Education Act. During the 1959-60 school year, 1,140 people were enrolled in technician courses. A total of 11,099 students were enrolled in the Centers during the same period; 4,000 of these were trained for jobs in new industries. More than ninety new industries have been served through Centers during the past year.

New capital outlay expenditures by local boards of education for Industrial Education Centers totaled \$2,664,000 during 1959-60. Some local boards of education are now planning to enlarge their Center facilities. Industry has recognized the value of the program and has donated \$385,000 worth of equipment to the various Centers.

The National Industrial Equipment Reserve has loaned \$960,000 worth of heavy machine tools to the State for use in the Centers. Federal Properties consisting principally of machine tools with an estimated value of \$327,000 has been acquired during the biennium. National Defense funds amounting to \$637,000 and State funds totaling \$857,720 have been used for equipping the laboratories.

The need for Industrial Education Centers is evidenced by the growth of enrollment and the expressed interest of industrialists, particularly those interested in developing the skills of North Carolina youth and adult workers.

GROWTH OF TRADE AND INDUSTRIAL EDUCATION
(Expenditures Excluding Teacher Training)

Year	Classes	Enrollment	State	Local	Federal	Total
1925-26	259	3,892	\$ 13,330.28	\$ 14,164.41	\$ 27,494.55	\$ 54,989.27
1929-30	384	5,887	14,439.43	16,420.42	30,859.81	61,719.66
1934-35	509	7,908	12,244.93	27,498.65	38,256.16	77,999.74
1939-40	714	11,582	22,112.46	52,657.03	99,166.25	174,235.74
1944-45	401	7,836	60,781.29	52,951.27	112,149.56	225,885.12
1949-50	359	9,026	216,705.54	149,442.89	137,520.12	503,668.55
1954-55	427	9,314	273,134.28	205,536.68	180,120.48	658,791.44
1955-56	449	9,566	270,512.25	198,019.56	197,043.00	665,574.81
1956-57	508	11,346	323,118.79	180,025.41	199,605.78	702,749.98
1957-58	557	12,925	389,641.73	207,816.91	198,334.05	795,792.69
1958-59	781	17,090	541,525.32	253,904.94	218,704.42	1,014,134.68
1959-60	775	19,090	1,256,540.87	393,617.40	737,830.89	*2,299,989.16

* Includes Equipment purchased with Matching Federal-State Funds.

DISTRIBUTIVE EDUCATION

Distributive education is a Vocational Education Program for those persons engaged in the distribution of goods and services from the farmer, the producer and the processor to the ultimate consumer. It is education for the business or marketing function in our economy.

Two types of programs are conducted, the cooperative program for high school students and the extension program for adults:

- The high school program prepares boys and girls for careers in some distributive business. Students develop techniques and skills through supervised work experience in various businesses. The teacher-coordinator uses work-experience as a basis for motivation, and for the development of a broader understanding of distribution and its operations.
- Through the extension program, courses designed to improve and upgrade adults are conducted on three levels—the owner-manager group, the supervisory group, and the employee group. Recently there has been a market increase among owners and managers in extension training. During the past biennium more than 1600 owners and managers have been enrolled in management courses.

Year	COOPERATIVE PART-TIME VOCATIONAL TRAINING			IN-SERVICE TRAINING FOR ADULTS	
	No. Classes	No. Persons	Earnings*	No. Classes	No. Persons
1939-40	1	26	\$	116	2,327
1944-45	15	267	74,640.81	122	2,281
1949-50	25	661	274,184.99	242	5,545
1954-55	34	994	627,039.02	113	2,593
1955-56	37	1,109	647,388.27	123	2,987
1956-57	40	1,252	659,048.63	108	4,226
1957-58	43	1,303	711,138.26	161	4,683
1958-59	46	1,343	787,845.72	139	3,598
1959-60	48	1,492	1,051,579.40	157	4,132

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS				
Year	State	Local	Federal	Total
1939-40	\$ 2,730.38	\$ 1,686.67	\$ 6,412.45	\$ 10,829.50
1944-45	11,665.12	6,934.93	14,429.33	33,029.38
1949-50	44,733.21	31,502.33	36,013.36	112,248.90
1954-55	82,086.25	42,710.30	15,000.00	139,796.55
1955-56	70,223.02	46,736.73	31,575.00	148,534.75
1956-57	59,078.67	50,226.68	59,139.00	168,444.35
1957-58	84,429.77	63,633.99	62,297.20	210,360.96
1958-59	102,644.35	67,341.72	66,139.00	236,125.07
1959-60	118,752.00	78,292.29	67,139.00	264,183.29

* It will be noted that earnings of student-trainees in the cooperative program during the school year is roughly four times as much as the cost of the total program.

VETERANS EDUCATION

Congress has passed laws providing educational benefit to veterans of World War II and to those who have served in the Armed Forces since June 27, 1950.

These programs, administered through the State Department of Public Instruction, include three areas of training:

- Institutional, where courses are offered in colleges, business schools, hospitals, vocational trade schools, flight schools,

barber schools, beauty schools, and special courses in high schools.

- On-the-job training, where courses are offered in approved establishments in which the job is learned by work and related training.
- Institutional-on-farm training, where a systematic program of vocational agriculture education is provided. This training is offered only in those high schools which have departments of vocational agriculture and the same instructional staff is responsible for the supervision of the program for veterans. Special instructors are employed to teach veterans.

A total of 209,622 North Carolina veterans of World War II have been trained under two programs—the World War II GI Bill and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,607 have been trained under the World War II GI Bill, using their education and training to assist them in readjusting to civilian life and in making up for the years in service. The remaining 12,015, disabled in World War II service, needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total of 62,404 Korean Conflict veterans in the State have taken advantage of training benefits thus far, either under the Korea GI Bill or the vocational rehabilitation program for disabled veterans. In addition 949 war orphans have received training under the War Orphans' Education Assistance Act of 1956.

VETERANS ENROLLED IN PROGRAMS AS OF OCTOBER 31:

	1958	1959
Institutions of Higher Learning	6,885	4,821
Schools Below College Level	3,722	1,915
Correspondence Only	560	421
On-the-job Training	301	220
Apprenticeship Training	1,213	770
Institutional On-farm Training	1,399	791
Total	14,080	*8,938

* Includes War Orphans.

VETERANS IN TRAINING AS OF DECEMBER 31, EACH YEAR

Year	Total	Colleges	Business Schools	Elem. & High
1950	51,375	7,107	1,878	8,551
1951	11,584	4,605	2,010	6,534
1952	19,479	3,102	1,000	1,613
1953	15,072	4,088	933	1,047
1954	16,939	6,151	1,650	1,641
1955	19,467	8,523	1,696	2,045
1956	19,768	9,415	1,989	1,463
1957	17,339	8,604	1,876	1,366
1958	13,884	7,219	1,670	1,216
1959	8,567	4,846	834	606

VOCATIONAL AND TRADE

Year	Profit	Non-Profit	Correspondence Only	Inst. On Farm	On-the-Job Training
1950	1,415	902	2,512	21,905	7,105
1951	739	863	3,662	18,477	4,694
1952	123	373	1,778	9,334	2,156
1953	149	185	989	9,290	2,391
1954	391	209	861	3,348	2,685
1955	325	359	694	2,606	3,219
1956	612	215	583	2,541	2,950
1957	574	292	548	1,831	2,338
1958	512	179	556	1,275	1,128
1959	256	89	375	653	908

INSTITUTIONAL ON-FARM TRAINING

Veteran enrollment December 31, 1958.....	1,312
Veteran enrollment October 31, 1959.....	800
Veteran enrollment December 31, 1959.....	660

Selected Accomplishments for 1959

	Total Number	Individuals Participating
Dwellings painted	171	182
New dwellings built	74	74
Farm shops built and equipped.....	26	26
Electricity installed in houses.....	60	60
Bathrooms installed	100	98
Running water systems installed.....	108	107
Farmsteads landscaped	110	114
Acres of land reforested.....	369	37
Quarts of food canned.....	95,803	807
Farm status, changed from rental to ownership.....	55	55
Milk cows acquired.....	431	138
Farm tractors acquired	237	200
Beef cattle acquired.....	494	137

VOCATIONAL MATERIALS LABORATORY

The rapid development of new techniques, methods and products in all areas with which Vocational Education is concerned has made it almost impossible for the teacher of vocational subjects to stay completely abreast of his field and to incorporate these new developments into his courses. Recognizing this fact, the State Board of Education authorized the establishment of a new section for the Division of Vocational Education. This section, Vocational Materials Laboratory, has as its purpose the collection, evaluation, development and distribution of instructional materials in all areas of vocational education. It was established March 15, 1960, and works with the Vocational Agricultural, Trade and Industrial, Distributive Education and Home Economics sections. The Laboratory has a staff of four permanent personnel and uses consultants and part-time personnel extensively to accomplish its purposes.



EXCEPTIONAL CHILDREN

The Program of Exceptional Children encompasses those instructional services needed by children who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which education for exceptional children is being provided:

- Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped ground-level classrooms. These children may be severely crippled from cerebral palsy, polio, heart, or other physical conditions.
- Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School to home electrical teaching devices may be provided in connection with a visiting teacher for the homebound.
- Instruction for children in hospitals, convalescent centers, and sanitarium.
- Speech therapy provided by itinerant teachers of speech correction. These speech correctionists may serve an entire administrative unit working with children who stutter, have delayed speech, or have articulation problems. In addition, the speech therapist may provide special instruction for hard-of-hearing children.

- Classes or services for visually handicapped children whose vision is too poor to permit them to read regular textbooks and who need large or clear type books as well as other aids.
- Classes for mentally retarded children—those whose intellectual development is so slow that they are unable to profit from regular class instruction.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in an area of specialty—crippled, speech correction, hard-of-hearing, partially seeing, or mental retardation:

EDUCATION FOR EXCEPTIONAL CHILDREN—SHOWING AREA BY SCHOOL YEARS								
Area	1949 1950	1950 1951	1954 1955	1956 1957	1957 1958	1958 1959	1959 1960	
Number of Children Receiving Services								
Speech and Hearing Handicapped.....	854	1,737	5,864	7,758	9,287	10,793	10,521	
Educable Mentally Retarded.....	1,120	1,804	2,379	3,736	3,875	3,436	3,348	
Crippled	135	234	295	202	169	258	165	
Visually Handicapped	52	113	54	75	47	26	46	
Homebound .....	.....	.....	.....	.....	.....	.....	24	
Gifted .....	.....	.....	.....	.....	.....	196	262	
Sub-total	2,161	3,888	8,592	11,771	13,378	14,709	14,369	
Trainable Mentally Retarded .....	.....	.....	.....	.....	391	546	769	
TOTAL	2,161	3,888	8,592	11,771	13,769	15,255	15,138	
Number of Teachers								
Speech and Hearing Handicapped.....	8	16	56	67	71	82	80	
Educable Mentally Retarded.....	35	45	92	131	154	166	180	
Crippled	7	12	17	17	13	14	14	
Visually Handicapped	4	1	4	4	5	5	4	
Homebound* .....	.....	.....	.....	.....	.....	.....	4	
Gifted* .....	.....	.....	.....	.....	.....	9	12	
Sub-total	54	77	169	222	277	325	294	
State-allotted	25	50	129	162	190	203	207	
Locally Financed	29	27	40	60	53	73	87	
Trainable Mentally Retarded**.....	.....	.....	.....	.....	34	49	64	
TOTAL	54	77	169	222	277	325	358	

* All locally financed.

** All programs receive State aid.

Training Trainable Mentally Handicapped Children

The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State-aid from the appropriations provided for this purpose.

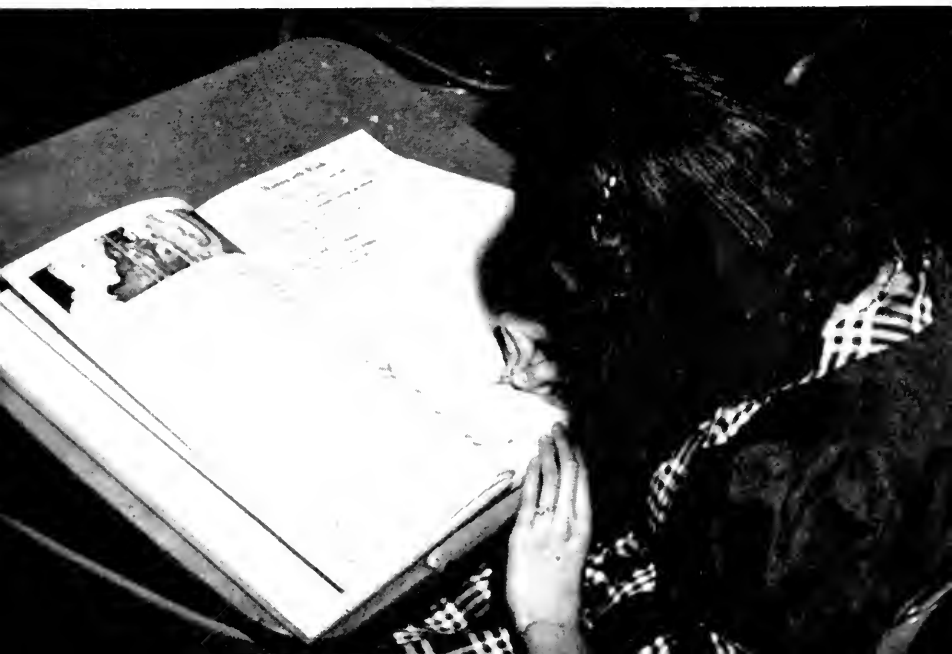
The school year 1957-58 was the first year for the program; 22 centers were established in which 34 instructors and 34 attendants were employed; 391 trainable mentally handicapped children were enrolled during the year. (See above table.)

GUIDANCE SERVICES

Guidance services are organized activities designed to give systematic aid to pupils in understanding themselves and in making wise choices and satisfactory adjustments to various types of educational, vocational or personal-social problems which they must meet.

Guidance services may be classified as follows:

- Individual inventory, which includes recording all pertinent data about the student and using it to help him understand himself, his problems and his needs
- Information service, which makes available the resources and provides the activities needed by students in solving their educational, vocational and personal problems
- Counseling, which guides individual students in identifying, understanding, and solving their problems



- Placement service, which helps the student carry out his plans and decisions
- Follow-up service, which maintains contact with former students, both graduates and drop-outs

It is desirable that every school have on its staff a person qualified to assume major counseling duties and to provide leadership in guidance activities.

COUNSELING SERVICES

	County Units			City Units			TOTAL
	White	Negro	Total	White	Negro	Total	
No. High Schools, 1958-59.....	552	165	717	114	79	193	910
1959-60.....	524	171	695	128	77	205	900
Schools Reporting Counselors With Scheduled Time, 1958-59.....	129	46	175	79	34	113	288
1959-60.....	180	34	214	87	36	123	337
Percentage of Schools, 1958-59.....	23.4	27.9	24.4	69.3	43.0	58.5	31.6
1959-60.....	34.4	19.9	30.8	68.0	46.8	60.0	37.4
Number of Counselors 1958-59.....	99	37	135	122	34	156	292
1959-60.....	176	27	203	125	46	171	372

Includes only those counselors with a minimum of 5 hours per week scheduled for counseling and who have from 3 to 30 semester hours guidance preparation. Does not include vocational teachers or principals.

SCHOOL LIBRARIES

A good school library makes important contributions to all phases of teaching and learning. School library services include:

- Providing a broad, varied collection of materials—including books, magazines, films, filmstrips, newspapers, pamphlets, recordings—selected to meet the needs of the curriculum and to provide for the individual needs and interests of boys and girls
- Helping students and teachers to locate and use these materials
- Providing space for reading, listening, viewing, and research work by class groups and individuals
- Teaching boys and girls the skills they need in order to use materials and libraries effectively
- Guiding students' independent reading and promoting lifetime habits of reading



In order to develop effective school library services, schools must make provisions for (1) library materials, (2) library quarters, and (3) library personnel. How well is North Carolina meeting these needs?

Library materials. In 1959-60, the total number of library books owned by the public schools was 6.4+ million volumes, or an average of 5.9+ books per pupil. National standards recommend an average of 10 or more books per pupil. Other library materials (films, filmstrips, recordings, magazines, newspapers, pamphlets) are provided to approximately the same extent as library books. The sum of \$2,056,112.86, an average of \$1.92 per pupil in average daily membership, was spent for library materials and equipment in 1959-60. Of this amount, the State contributed \$.50 per pupil. Funds made available through the National Defense Education Act contributed a large portion of the expenditure for library books and audio-visual materials.

Library quarters. Each public high school in North Carolina provides quarters for housing library materials, but the space is frequently inadequate. In 1959-60, about 62% of the elementary schools had central libraries. Library quarters are included in most new school plants.

Library personnel. There are no State funds specifically designated for library personnel.

- *School librarians.* In 1959-60, there were 558 full-time librarians who were certified for school library service. These librarians were employed through use of local funds and/or State-allotted classroom teacher positions. Approximately 1,750 schools were forced to operate their central libraries under the direction of a teacher with little time or training for the job. This shortage of qualified personnel limits the development of adequate school library programs. The practice of employing one librarian to serve several elementary schools is being encouraged until full-time personnel can be provided.
- *School library supervisors.* In 1959-60, 18 school administrative units employed full-time library supervisors who worked on a unit-wide basis. In addition, 5 other units employed personnel with part-time responsibility for supervising school library services within the administrative unit. Where library supervisors are employed, the quality of library service has greatly improved.
- *Services of the Department of Public Instruction.* In 1959, the General Assembly provided funds to increase the instructional





materials staff of the Department of Public Instruction. The additional personnel enables the Department to provide more consultant services to schools, to offer assistance in audio-visual services, and to devote more time to the evaluation of materials and the preparation of bibliographies and bulletins. The Instructional Materials Library, established in 1959, serves staff members of the Department of Public Instruction and teachers, supervisors, and administrators. Materials and services available include:

- reference collection of basic research tools, such as *Education Index* and *Encyclopedia of Educational Research*.
- professional books, including yearbooks of educational associations
- periodicals and pamphlets
- review copies of new library books and audio-visual materials
- sample collections of basal and supplementary textbooks
- curriculum bulletins and teaching aids

- audio-visual equipment
- bibliographies and bulletins on instructional materials

The Instructional Materials Library will assist local school personnel in examining instructional materials and in keeping abreast of current trends in education.

PERSONNEL WITH SOME LIBRARY TRAINING

Year	Full-Time				Total	Part-Time	Total
	White		Negro				
	Elementary	High	Elementary	High			
1929-30	...	...	...	...	11	...	...
1931-35	...	...	...	...	43	...	...
1939-40	...	...	...	...	103	587	690
1944-45	19	72	9	21	121	611	735
1945-46	20	73	10	19	122	588	710
1946-47	28	85	15	23	151	637	788
1947-48	31	104	19	25	179	651	830
1948-49	42	123	22	26	213	750	963
1949-50	72	160	50	51	336	607	943
1954-55	117	141	51	58	367	812	1,209
1955-56	137	142	51	59	392	856	1,248
1956-57	142	144	56	62	404	868	1,272
1957-58	148	161	61	63	439	899	1,338
1958-59	144	175	65	66	450	861	1,314
1959-60	157	288	47	66	558	*875	*1,433

*Estimated.





TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$.....	\$.....	\$ 128,441.55	\$.32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1949-50	714,446.18	162,425.32	876,871.50	1.08
1954-55	1,075,763.15	271,414.76	1,347,177.91	1.31
1955-56	1,130,241.43	268,493.88	1,398,735.31	1.32
1956-57	1,187,027.06	300,667.41	1,487,694.47	1.38
1957-58	1,242,085.33	352,566.48	1,594,651.81	1.50
1958-59	1,350,985.47	339,396.46	1,690,381.93	1.55
1959-60	1,662,174.64	393,938.22	2,056,112.86	1.92

NUMBER AND CIRCULATION OF LIBRARY BOOKS

Year	Total Volumes	Volumes Per Pupil A.D.M.	Total Circulation	Average Per Pupil
1934-35	1,636,835	1.8	4,138,210	7.5
1939-40	2,163,183	2.5	8,257,486	12.24
1944-45	3,197,933	4.2	9,838,935	14.29
1949-50	3,985,289	4.89	12,135,788	14.88
1954-55	5,191,697	5.04	18,867,530	18.31
1955-56	5,365,687	5.07	21,255,602	20.08
1956-57	5,576,630	5.20	22,025,249	20.55
1957-58	5,826,751	5.49	23,680,691	21.72
1958-59	6,067,533	5.58	24,022,291	22.09
1959-60	6,409,323	5.98	*24,400,000	*22.60

* Estimated.

NDEA PROGRAM

The National Defense Education Act was passed by Congress in 1958. That part of the Act concerned with the public schools is outlined under Titles III, V(A), VIII and X. Under this Act, funds are allotted to the states on a matching basis, the Federal government reimbursing the states for one-half of the expenditures for approved projects, for a four-year program.

Title III provides for strengthening instruction in science, mathematics and modern foreign languages. Under this title funds are expended for the acquisition of equipment and minor remodeling.

Title V(A) provides for assistance in establishing and maintaining (a) a program for testing students in the public secondary schools in order to identify those with outstanding aptitudes and abilities and (b) a program of guidance and counseling in the public secondary schools. Under this title funds are expended for purchasing tests and test materials and for the payment of services for scoring tests; and for paying the salaries and necessary travel expense of guidance personnel and clerical assistance, and the purchase of supplies and office equipment necessary for carrying out the plan.

Title VIII provides for improving vocational education through area vocational education programs designed to raise the level of vocational and related technical training and the retraining of youths, adults, and older persons, including related training for apprentices. Funds are expended for (a) salaries and travel of local supervisors, teachers, coordinators, guidance counselors, teacher-trainers, and directors, (b) travel expenses of advisory committees, (c) purchase, rental, or other acquisition, maintenance and repair of instructional equipment, (d) purchase of instructional supplies and teaching aids, (e) necessary costs of transportation of students, and other related instruction and purposes.

Title X provides for assistance (on State level) in (a) improving the collection, analysis, and reporting of statistical data supplied by local educational units, (b) the development of accounting and reporting manuals to serve as guides for local educational units, (c) the conduct of conferences and training for personnel of local educational units and of periodic reviews and evaluation of the program for records and reports, (d) improving methods for obtaining educational data not collected by the

State educational agency, or (e) expediting the processing and reporting of statistical data through installation of mechanical equipment. This program did not get under way until after June 30, 1960.

In the case of titles III and V (A), Federal funds were matched with local funds. In the case of title VIII, however, and title X when it is in operation, Federal funds are matched with State funds.

The following table shows expenditures for the three titles under which programs were operated:

<i>Title III</i>	<i>1958-59</i>	<i>1959-60</i>
Acquisition of equipment.....\$	—	\$3,006,908.97
Minor remodeling	—	27,317.19
Total	\$ —	\$3,034,226.16
 <i>Title V (A)</i>		
Testing	\$ —	\$ 67,629.27
Guidance and counseling.....	—	464,652.21
Total	\$ —	\$ 532,281.48
 <i>Title VIII</i>		
Equipment and facilities	\$257,989.00	\$ 550,410.00
Salaries	—	128,953.78
Total	\$257,989.00	\$ 679,363.78
Grand Total	\$257,989.00	\$4,245,871.42

VOCATIONAL REHABILITATION

Vocational Rehabilitation is a public service designed to develop, preserve or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and/or transportation during training; occupational tools, equipment and licenses; placement on the

job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. These include arm and leg deformities, amputations, heart ailments, tuberculosis, hearing, speech and eye defects, and many other handicapping conditions. Any handicapped person sixteen years of age or older who can be reasonably expected to profit by rehabilitation services, is eligible to apply for consideration.

GROWTH IN VOCATIONAL REHABILITATION SERVICES

No. Rehabilitated

Year	Total Rehab.	Total Case Services	With Physical Restoration	With Training	All Other Services
1921-22	18	.....	.....	7	11
1924-25	94	.....	.....	61	33
1929-30	72	.....	.....	54	18
1934-35	230	.....	.....	158	72
1939-40	486	.....	.....	374	112
1944-45	1,865	.....	544	323	998
1949-50	2,625	8,272	3,027	1,096	1,149
1954-55	2,689	7,975	3,547	412	4,016
1955-56	2,730	7,907	3,422	447	4,038
1956-57	2,930	8,547	3,921	383	4,243
1957-58	3,537	10,441	4,912	531	4,998
1958-59	4,369	15,486	4,560	623	10,303
1959-60	4,821	17,219	5,178	847	11,194

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1954-55	33,963.35	369,681.78	618,200.00	1,021,845.13	380.00
1955-56	39,000.54	436,533.62	786,383.71	1,261,917.87	462.24
1956-57	39,277.95	483,166.35	895,840.70	1,418,285.00	484.00
1957-58	43,883.30	584,028.71	1,141,932.02	1,769,844.03	500.00
1958-59	54,263.85	681,983.00	1,394,713.30	2,130,960.15	488.00
1959-60	67,297.00	761,966.63	1,651,064.18	2,480,327.81	514.50

VII

What Other Educational Institutions Are Operated in North Carolina?

PUBLIC

Federal Schools

The federal government operates elementary or secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

North Carolina School for the Deaf, Morganton
State School for the Blind and Deaf, Raleigh
Stonewall Jackson Training School, Concord
State Home and Industrial School for Girls, Eagle Springs
Morrison Training School, Hoffman
Eastern Carolina Training School, Rocky Mount
State Training School of Negro Girls, Kinston

The first two are operated under independent boards of trustees, whereas the latter five are under the general supervision of the State Board of Public Welfare.

Vocational Trade Schools

There was one public school in this classification in 1959-60, the Vocational Textile School at Belmont. This school operated under the direction of a special board of trustees and is closely supervised by the State Department of Public Instruction.

Colleges and Universities

The State supports twelve institutions of higher learning; six for white students, five for Negroes, and one for Indian. The accompanying table shows the enrollment in these institutions as of October, 1959.

ENROLLMENT IN PUBLIC COLLEGES
(As of October of each year)

Institution	Men		Women		Total	
	1951-55	1959-60	1954-55	1959-60	1954-55	1959-60
SENIOR—WHITE:						
University, Chapel Hill	4,993	6,328	1,068	1,631	6,061	7,959
State College	4,228	5,962	52	155	4,280	6,117
Woman's College	5	21	2,335	2,620	2,340	2,641
Appalachian	647	1,053	805	1,211	1,452	2,261
East Carolina	1,178	2,067	1,185	1,978	2,363	4,045
Western Carolina	567	993	330	508	897	1,501
Pembroke*	59	224	102	187	161	411
Total White	11,677	16,648	5,877	8,290	17,554	24,938
NEGRO:						
Agricultural and Technical	1,481	1,365	641	641	2,122	2,006
North Carolina at Durham	529	753	877	1,131	1,406	1,881
Elizabeth City	109	229	330	317	439	516
Fayetteville	159	182	467	393	626	575
Winston-Salem	210	268	586	644	796	912
Total Negro	2,448	2,797	2,901	3,126	5,399	5,923
Total Senior	14,165	19,445	8,778	11,416	22,943	30,861
JUNIOR—WHITE:						
Asheville-Biltmore	210	262	98	136	308	398
Charlotte	177	570	13	71	190	641
Wilmington	137	344	113	165	250	509
Total White	524	1,176	224	372	748	1,548
NEGRO:						
Carver	123	163	28	77	151	210
Wilmington**	14	20	11	28	25	48
Total Negro	137	183	39	105	176	288
Total Junior	661	1,359	263	477	924	1,836
Total Senior and Junior	11,826	20,804	9,011	11,893	23,867	32,697
White	12,201	17,824	6,101	8,662	18,302	26,186
Negro	2,625	2,980	2,940	3,231	5,565	6,211

*Although established as a college for Indians, the number of white students is now (1959-60) greater than the number of Indians.

**Sponsored by Fayetteville State Teachers College in 1954-55.

NON-PUBLIC

Kindergarten

Although the law permits the establishment of public kindergartens, none has been provided. A large number of non-public schools are operated privately, however, some by church organizations. All such institutions are, according to law, subject to the supervision of the State Department of Public Instruction and to standards adopted by the State Board of Education. A new bulletin, *Schools for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, was issued in 1955.

Elementary Schools

A total of 62 non-public elementary schools (55 white and 7 Negro), operated in 1957-58. Sixteen of these were for first-grade children only. Most of these schools were located in city administrative units.

High Schools

During 1957-58 there were 41 non-public schools (34 for white and 7 for Negroes) offering high school curricula. A majority of these were church-related. All except eight were accredited by the State Department of Public Instruction; 15 were accredited by the Southern Association of Secondary Schools and Colleges.

Vocational Trade Schools

There were three private schools of this type, two for whites and one for Negroes. They were: John C. Campbell Folk School at Brasstown; Penland School for Handicrafts, Penland; and Home Eckers Trade School at Raleigh. The latter is for Negroes.

Colleges and Universities

There are 41 classified private and church-related institutions of higher learning located in North Carolina, not including a seminary for graduate students, and three Bible colleges. Of these 41 institutions, 22 are senior grade and 19 junior. Thirty-four of the 41 are for white students and seven for Negroes. The accompanying table shows the enrollment in these institutions as of October, 1959.

ENROLLMENT IN NON-PUBLIC COLLEGES
(As of October of each year)

Institution	Men		Women		Total	
	1951-55	1959-60	1954-55	1959-60	1954-55	1959-60
SENIOR—WHITE:						
Atlantic Christian	286	679	210	540	496	1,219
Belmont Abbey	269	451	1	46	270	497
Black Mountain	10	*	6	*	16	*
Catawba	377	445	162	322	539	767
Davidson	844	912	0	0	844	912
Duke**	3,842	3,993	1,184	1,773	5,026	5,766
Elon	669	946	215	358	884	1,304
Flora Macdonald	9	39	272	342	281	381
Greensboro	12	48	342	441	354	489
Guilford	392	968	182	283	574	1,251
High Point	551	632	301	412	855	1,044
Lenoir Rhyne	523	511	359	454	882	965
Meredith	6	0	613	706	619	706
Montreat	2	†	179	†	181	†
Pfeiffer	***	430	***	287	***	717
Queens	38	59	396	572	434	631
Salem	14	5	322	438	336	443
Wake Forest	1,382	1,938	322	567	1,704	2,505
Total White	9,229	12,056	5,066	7,511	14,295	19,597
NEGRO:						
Barber-Scotia	1	25	184	197	185	222
Bennett	0	0	450	490	450	490
Johnson C. Smith	304	434	330	376	634	810
Livingston	137	240	251	321	388	561
Shaw	207	239	314	333	511	572
St. Augustine	157	228	292	245	449	473
Total Negro	806	1,166	1,821	1,962	2,627	3,128
Total Senior	10,035	13,222	6,887	9,503	16,922	22,725
JUNIOR—WHITE:						
Brevard	89	216	124	195	219	411
Campbell	310	651	211	263	452	914
Chowan	188	336	77	122	301	458
E.M.I.-Pineland	108	48	38	6	146	54
Gardner-Webb	217	363	139	170	356	533
Lees-McRae	164	187	152	140	316	327
Louisburg	121	316	81	124	202	440
Mars Hill	417	621	445	435	862	1,056
Mitchell	43	75	74	108	117	183
Montreat	†	9	†	99	†	108
Mount Olive	§	46	§	71	§	117
Oak Ridge	54	57	0	0	54	57
Peace	0	0	212	266	212	266
Pfeiffer	208	***	142	***	350	***
Presbyterian	91	245	2	14	93	259
Sacred Heart	2	0	172	178	174	178
St. Genevieve	0	*	82	*	82	*
St. Mary's	0	0	203	256	203	256
Warren Wilson	70	101	73	123	143	224
Wingate	183	573	70	223	253	796
Total	2,265	3,844	2,270	2,793	4,535	6,637
NEGRO:						
Immanuel Lutheran	15	15	19	15	34	30
Total Junior	2,280	3,859	2,289	2,808	4,569	6,667
BIBLE (Theological):						
Southeastern	367	680	9	54	376	734
John Wesley	22	18	9	10	31	28
Piedmont	112	103	52	39	164	142
Pilgrim	49	17	20	12	69	29
Total Bible	550	818	90	115	640	933
TOTAL NON-PUBLIC	12,865	17,899	9,266	12,426	22,131	30,325

*Not operating as a college in 1959-60.

**Division as to men and women in 1954-55 estimated incorrectly.

***Junior college in 1954-55; Senior, in 1959-60.

†Changed from senior to junior college.

§Not operating in 1954-55.

VIII

What Are the Recommendations for Improving the Public Schools?

Whenever and wherever the truth about schools is presented, then and there prevails the setting and the atmosphere in which constructive changes can occur. May we, then, use the instrument of truth—truth born in the sobriety of reason—as the plumb line against which we evaluate both our status and our direction in public school education in North Carolina.

A *good school*, as a minimum, has pupils in regular attendance; a sufficient number of teachers, working in cooperation with parents or guardians, to cause the pupils to want to learn; books and other teaching materials of appropriate quality and in sufficient quantity; a building that is safe, sanitary, and comfortable to mind as well as to body; and a program of studies commensurate with the needs and abilities of all its students and which has a sense of direction arising out of continuous reassessment of values, purposes, practices, and outcomes.

In increasing numbers North Carolinians want not merely *a school* but a *good school*. It is therefore appropriate to look directly and clearly at the essential elements of a good school.

PUPILS

In total population North Carolina ranks twelfth among the fifty states. In children of school age, however, it ranks ninth. At the end of the first month of the 1960-61 school year there was an enrollment of 1,102,026 pupils in North Carolina public schools. It can be assumed that the children 7-15 years of age among these 1,102,026 pupils plus an estimated one percent more in private and parochial schools represent 100 percent of all the children of compulsory school age in North Carolina. Such an assumption might be justified, but no matter of this importance should be left to surmisal. The General Assembly, responsible for the education of *all* children, together with educational officials and this State's entire citizenry, should *know* that all children eligible and required to be in school are actually in attendance at either a public, a private, or a parochial school.

The results of non-attendance or poor attendance at school are clearly evident:

1. Official census data reveal that many thousands of adults who have grown up in North Carolina since this State's compulsory attendance law was enacted in 1913 are classified as functionally illiterate.

2. In this era when there is increasing evidence that high school graduation represents little enough educational achievement for civic, vocational, and political responsibilities, it is anything but pleasing to observe that less than fifty percent of the children entering the first grade in North Carolina schools ultimately complete the twelfth grade.

3. The number of North Carolina youth rejected for military service for mental and physical reasons gives no cause for pride.

4. There is definite relationship between low educational achievement and incidence of criminal behavior, poverty, and disease.

Currently, each county and city board of education is charged with the responsibility of enforcing the compulsory attendance law under rules and regulations prescribed by the State Board of Education. For this purpose, G.S. 115-168 provides that "county or city boards of education may employ special attendance officers to be paid from funds provided in the current expense fund budget of such administrative unit . . . " If for any reason the county or city board of education does not employ a special attendance officer, the duties of such officer shall be performed by the county superintendent of public welfare.

In the 1960-61 school year, 69 of the 173 administrative units are exercising the option to employ one or more attendance workers from local funds. In the remaining 104 units, the duties of the attendance officer are entrusted to the superintendent of public welfare. The General Assembly has never appropriated funds to city or county boards of education to assist in the employment of school attendance personnel.

It is commendable for 69 administrative units to use local funds to employ attendance personnel. It is equally gratifying to know that many superintendents of welfare are striving conscientiously to enforce the compulsory attendance law as though this were their primary instead of their secondary responsibility. But, that which is being done in the attendance area is not adequate. There is a clear need to maintain in every county and

city school administrative unit a continuous census of every eligible pupil and especially of every pupil within the 7-15 year-old range. There is urgent need to see that each pupil is in attendance either at a public school, a private school, or a parochial school.

It is therefore recommended that the 1961 General Assembly enact legislation whereby: (1) the provision for employment of attendance personnel by county and city boards of education shall be changed from an option to a requirement; (2) the question of whether attendance personnel is to be paid from local and/or State funds shall be resolved; and (3) the Department of Public Instruction shall be provided with an appropriation sufficient to employ personnel to assist county and city attendance personnel.

TEACHERS

Unless the pupil has a compassionate, competent, and inspiring teacher, his attendance at school tends toward hollowness or even mockery. In the absence of a teacher worthy of the name, the victimized pupil suffers more than loss of time, valuable though this is. As the result of shoddy instruction, the pupil may have—and too often he does have—his entire destiny and position in life changed without the consent and without the knowledge of himself or of his parents.

It is axiomatic to declare again that North Carolina has not produced in recent years enough broadly educated teachers; nor are we doing so now. Many schools have been able to operate only because they have been able to call back into service a number of splendid teachers who were prepared in other years. Yesterday's surplus of teachers is diminishing, yet today's production of children to be taught is increasing.

There is a clear need and demand for strengthened instruction at all levels of public school operation; but strengthening will come not through wishful thinking, but in direct proportion to the degree of selectivity afforded boards of education in obtaining their teaching staffs. Selectivity, however, comes only after adequacy is attained; but no selectivity appears possible in the foreseeable future.

There is need and demand that salary payments be based upon demonstrated competencies and achievements, but again selectivity in employment based upon adequate supply of personnel comes into focus. The time is not at hand when the parent of a fourth grade child, for instance, is likely to be content for his

offspring to be assigned to a teacher paid \$3000 a year when he knows that two other fourth grade teachers in the same school with comparable college preparation and length of experience receive \$4500 and \$6000, respectively. Realistically, merit rating requires opportunity for selectivity in employment.

If North Carolina decides in 1961 to give top priority to the task of increasing and improving its supply of teachers, it will still require at least ten years to attain the goal. Every year of delay in setting in motion the machinery necessary to satisfy this overriding need of the public school system only aggravates the prevailing situation and results in a mediocre education for many innocent and helpless children. Recruitment, education, growth and development through actual teaching experience—all require time.

Exactly what salary will cause more men and women of the highest character and intelligence to choose teaching in preference to some other means of livelihood has never been determined. It is crystal clear, however, that salaries to date have proved insufficient; or, at this time and within the foreseeable future, there would be a supply of teachers exceeding demand, thereby permitting the utilization of selectivity in employment.

As a further effort to remove the chief deterrent to educational advancement in North Carolina public schools, the lack of enough competent teachers, it is recommended: (1) that the 1961 General Assembly consider the requests for increased salaries for all personnel as one step toward the ultimate development of a required instructional and supervisory staff; (2) that funds be appropriated for the employment of additional personnel urgently needed to reduce teacher-pupil ratio, to provide special services to children, and to increase the effectiveness of administrative and supervisory services at both the local and State levels; (3) that college preparatory programs for the education of teachers, supervisors, and administrators be carefully reviewed to guarantee their adequacy and their pertinence to thorough and scholarly instruction; and (4) that merit rating, as a procedure for recognizing and rewarding unusual competence, be studied and applied, on an experimental basis, in selected administrative units.

BOOKS

One of the most effective means of strengthening instruction and bringing additional quality to the learning program is through wise selection and use of books and other teaching ma-

terials. Instructional materials are means to an end. The end, of course, is to help teachers do a better job of teaching.

Increasing recognition of the significant differences in pupils has intensified teachers' awareness concerning the necessity for having available books and other teaching aids of sufficient quality, quantity, and variety that educational goals can be achieved in every classroom within the State. A typical classroom contains many levels of intellectual ability and attainment. The concept that nothing is so unequal in education as the equal treatment of unequals definitely applies to the selection and use of books and other teaching aids, just as it applies to other aspects of education. For this reason, classrooms, as well as school libraries, must be equipped with such materials—in amount, quality, and variety—as are needed to assist all teachers and all types of pupils in achieving the best of which they are capable.

As courses are strengthened and expanded, and as new courses are developed, books and other materials needed for helping to make these courses meaningful must be available. In the case of new knowledge and content recently developed, especially in the area of science, it is particularly important that recent and authoritative materials be available for teachers and pupils. Without appropriate materials, a modern educational program is an impossibility. Acceptance of this philosophy is basic in a State which is striving to meet the needs of modern youth and prepare them for their roles as citizens in a complex world. The schools of North Carolina increasingly need more books and other teaching materials in order to accomplish this self-avowed purpose.

It is therefore recommended that appropriations for instructional materials and library books be increased and that in-service training programs be developed to acquaint teachers with the newer and better materials and media of instruction.

BUILDINGS

North Carolina has made tremendous gains in housing its educational programs. The \$100 million made available at the State level in 1949 and 1953 stimulated local school units to undertake local bond elections and to make appropriations for capital outlay, thus resulting in more than \$400 million becoming available for new and renovated construction during the last ten

years. Through the cooperative efforts of school superintendents and their boards of education, engineers, the construction industry, architects and their design consultants, and the Division of School Planning in the Department of Public Instruction, North Carolina has obtained economy, and has also produced quantity without sacrificing quality. The effect of this commendable building program upon classroom instruction is the measure of its worth. Facilities that once were inadequate to accommodate children in a teaching-learning situation have been transformed into safe, comfortable structures, conducive to study and healthful living.

Although the stride has been remarkable, several forces and factors confront school officials as they contemplate the future:

1. There are still some children in North Carolina who are housed in obsolete, temporary, and improvised quarters. Likewise, there are still too many classrooms which are grossly overcrowded. These conditions should be alleviated.

2. The school enrollment is increasing by approximately 20,000 children each year, thereby necessitating additional classrooms and auxiliary facilities.

3. The population in North Carolina is currently undergoing a period of adjustment to the changing patterns of our economy. In some rural areas, the school population is declining; on the other hand, in most urban areas the school population is increasing. These trends in population, supported by a concerted demand for better education, are quickening public interest in the consolidation of small rural schools and in the merger of small school units. Likewise, these population trends are compelling expansion of school facilities in urban and suburban areas and, as a consequence, are imposing severe financial strain upon these increasingly populous areas.

4. The instructional needs of children, youth, and adults are placing new demands on school buildings. Science and technology are producing new educational media. Methods of teaching are changing. Post-high school youth and adults are seeking opportunities for enrichment, advancement, and cultural insight. More and more, the community school is being regarded as a "citadel of learning" which should be available to people of all ages at all hours throughout the twelve months of the year. This concept of plant utilization for continuing education is a wholesome reflection of public belief in public education.

In recognition of North Carolina's very commendable record in recent years in planning, locating, and constructing school facilities; and in the light of the pressing needs which still exist, it is therefore recommended: (1) that consideration be given to a Statewide bond election for the purpose of providing financial assistance to those school units which are confronted with difficult problems in modifying their educational programs to the demands of a changing society; (2) that school facilities be made available for educational programs throughout the year, with particular consideration being given to summer sessions, adult education, and the use of libraries and recreational areas during the evening; (3) that the length of the school term for teachers be extended; and (4) that laws be amended to permit interested school units to operate for a term of more than 180 days.

PROGRAM OF STUDIES

Pupils, teachers, books, and buildings—all of these, as indicated above, are significant; primarily, however, a good school must have a program of studies sufficiently comprehensive in scope and variety as to challenge the abilities and interests and satisfy the current and prospective needs of all students. In essence, the development of a program of studies which guarantees the maximum growth of each pupil is the ultimate goal of every good school.

Respect for the individual differences which characterize our many students—the alert, the average, and the slow learner—demands courses of instruction that are extensive and varied. In an age in which knowledge is rapidly expanding and in which individual differences are constantly emphasized, the program of studies must also have depth, flexibility, and well-planned continuity.

Continuous and cooperative evaluation of the program of studies, a common characteristic of a good school, definitely will demand changes from time to time if students are motivated to remain in school and accomplish the most of which they are capable. Quality education is impossible when students are expected to do more than that of which they are capable; on the other hand, it is equally impossible when students are permitted to do less than that of which they are capable. Semester courses may need to supplement full-year courses; new courses may need to be considered; existing courses may need modification; re-

placement of courses according to grade level may need consideration; acceleration, grouping, and enrichment as means of encouraging quality education may need analysis; and the number of courses required for graduation may need to be studied.

As previously stressed, the formulation of a desirable program of studies will demand further consolidation among the small schools as well as among certain administrative units. Yet consolidation in and of itself will never guarantee quality instruction. Wisely-planned consolidation must be accompanied by a well-planned program of studies and services. As previously emphasized, such over-all improvement requires more and better school personnel. As previously stated, books and other teaching aids must, of necessity, be of sufficient quality, quantity, and variety that all students have an equal opportunity through this approach for the fullest development of their potentialities.

Above all a good school knows where it is headed and only people—competent people—can provide proper direction. Likewise, only people—competent people—can outline and teach and administer a qualitative program of studies.

It is, then, a more qualitative program of instruction to satisfy the needs of all children, under the direction of competent teachers and administrators provided with tools with which to work and housed in a clean, comfortable and safe building, toward which North Carolina public schools press. It is for this over-all program for which more adequate financial support is needed and is sought.

THE BUDGET

The extent to which pupils, teachers, books, buildings, and program of studies are coordinated into a harmonious educational relationship determines the degree of quality which shall characterize the educational program available to the children of the State. Every two years, it is legally incumbent upon the State Superintendent of Public Instruction to appraise the status of the public school system and to recommend next steps for its continuing improvement. These next steps have been translated in the form of a "B" Budget and are herewith presented to the Governor and the General Assembly for their sympathetic consideration and approval.

This budget is not only a symbol of conviction; it is a reflection of our interpretation of public sentiment. It also represents

the aspirations of our youth, as well as their parents and the citizens of North Carolina.

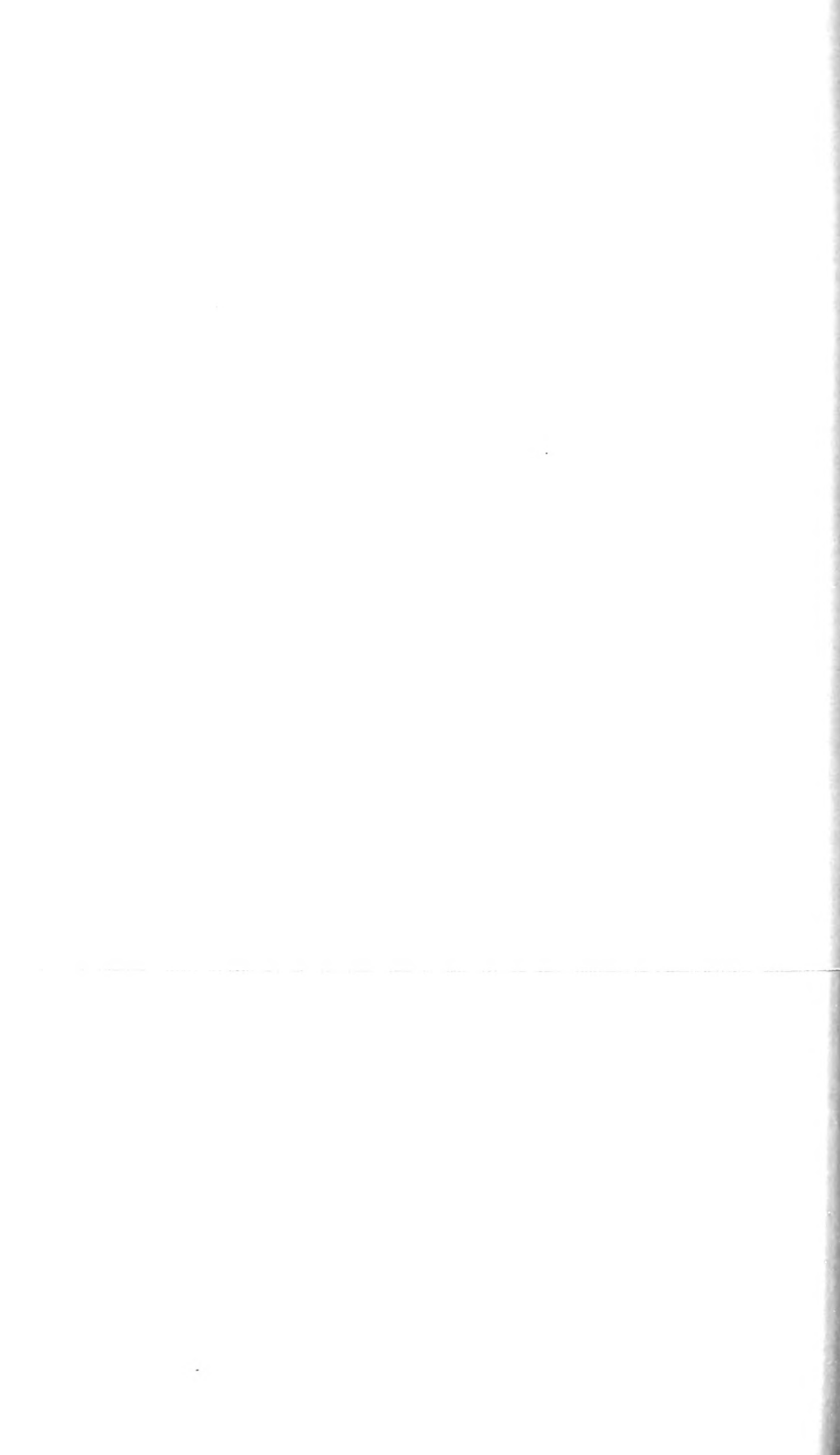
Our people are not only asking for *more* education, but they are asking for *better* education, and of greater variety than ever before. They are becoming increasingly aware of differences among children, with the result that we must provide a variety of educational programs. They are becoming almost desperately conscious of the competitive society in which they live, with the result that we must educate for the competence necessary to compete. Finally, our citizens are becoming cognizant of the personal values accruing to the educated, with the result that we must educate for self-realization in our society. These, then, are the birthrights of every child: an educational program commensurate with his abilities and potentialities; an educational program that prepares for successful and productive living; and finally, an educational program that nurtures individual acceptance of moral, social, and civic responsibilities.

SUMMARY OF "B" BUDGET REQUEST FOR 1961-63 BY PURPOSES

Item	Estimated Cost		
	1961-62	1962-63	Total
A. Salary Increase of Personnel Included in "A" Budget (Present Term of Employment)			
1. Superintendents (21% Increase).....	\$ 306,717	\$ 307,768	\$ 614,485
2. Clerical Assistants (15% Increase).....	105,075	105,075	210,150
3. Property and Cost Clerks (15% Increase).....	35,438	35,438	70,876
4. Classroom Teachers (21.81% and 21.79%).....	29,356,228	29,861,300	59,217,528
5. Building Principals (21% Increase).....	18,523	18,018	36,541
6. Classified Principals (21% Increase).....	2,374,433	2,451,225	4,825,658
7. Supervisors (same schedule as teachers—average increase 21.26% and 21.22%).....	267,338	267,708	535,046
8. Janitors (15% Increase).....	732,182	745,553	1,477,735
9. Bus Drivers (From \$25 to \$30 per month).....	387,900	395,820	783,720
10. Mechanics (15% Increase).....	297,550	301,785	599,335
11. Agriculture Teachers.....	541,717	518,040	1,059,757
12. Home Economics Teachers.....	413,914	423,212	837,126
13. Trades and Industries Teachers.....	272,012	280,939	552,951
14. Area Vocational Education Teachers.....	88,128	108,336	196,464
15. Teacher Training (15% Increase).....	6,894	6,894	13,788
16. Distributive Education Teachers.....	43,333	46,576	89,909
Total—A.....	\$35,247,382	\$35,903,687	\$71,151,069
B. Extended Term of Employment (Personnel in "A" Budget at Proposed Rate of Pay)			
1. Classroom Teachers (2 days).....	\$ 1,791,689	\$ 1,824,353	\$ 3,616,042
2. Building Principals (2 days).....	1,166	1,135	2,301
3. Supervisors (1 Month).....	152,538	152,934	305,472
4. Trades and Industries Teachers (2 days).....	2,825	2,908	5,733
Total—B.....	\$ 1,948,238	\$ 1,981,330	\$ 3,929,568
C. Other Salary Adjustment Proposals (Personnel in "A" Budget at Proposed Increased Rates and Term)			
1. Superintendents (Adjustment in Schedule).....	\$ 114,872	\$ 111,866	\$ 256,738
2. Property and Cost Clerks (Establish a salary schedule).....	89,403	101,685	191,088

SUMMARY OF "B" BUDGET REQUEST FOR 1961-63 BY PURPOSES

Item	Estimated Cost		
	1961-62	1962-63	Total
3. Supervisors (Separate schedule 10¢ above teachers schedule).....	167,814	168,227	336,041
4. Mechanics (Adjustment in schedule to conform to Highway Commission).....	227,203	229,908	457,111
Total—C.....	\$ 599,292	\$ 611,686	\$ 1,210,978
D. Additional Personnel in Schools (at Proposed Increased Rate and Term)			
1. Assistant Superintendents (87).....	\$ 736,890	\$ 757,944	\$ 1,494,834
2. Supervisors (65).....	468,699	469,854	938,553
3. Janitors (5% of 'A' Budget + salary increase).....	280,670	285,796	556,466
4. Change in Teachers Allotment Regulation: (1 position for each 20 positions allotted in Basic Formula—1407 and 1425).....	6,660,879	6,748,786	13,109,665
5. Clerical Assistance in Schools (Equivalent to \$1.50 per pupil in A.D.M. for prior year).....	1,638,827	1,670,355	3,309,182
6. Agriculture -- Teachers of Technology Education (10 and 20).....	76,320	152,640	228,960
7. Home Economics Teachers (112).....	119,605	422,248	811,853
8. Distributive Education Teachers (12 and 26).....	51,695	109,388	161,083
9. Trades and Industries: (a) Firemanship Training (12-15 hr. classes).....	\$ 54,000	\$ 54,000	\$ 108,000
(b) New Industry Operator Training.....	27,400	27,400	54,800
(c) Teachers in Centers (26 and 31).....	102,800	125,160	227,960
Total—D.....	\$10,517,785	\$10,823,571	\$21,311,356
E. Other Expansion and Improvement in Standards			
1. Instructional Supplies (Increase of 38¢ from \$1.12 to \$1.50 per pupil in A.D.M. prior year).....	\$ 115,169	\$ 423,157	\$ 838,326
2. School Libraries (Increase from 50¢ to \$1.00 per pupil in A.D.M. prior year).....	546,276	556,785	1,103,061
3. Fuel (From \$59.20 to \$63.00 per teacher).....	110,254	142,815	283,069
4. Water, Light, and Power (Increase in State cost to 50% of total cost).....	589,611	680,086	1,269,697
5. Janitors' Supplies (From \$16.20 to \$18.00 per teacher).....	66,436	67,649	134,085
6. Telephones (From \$2.00 to \$3.00 per teacher).....	36,909	37,583	74,492
7. Child Health Program (From \$750 per county and 35¢ per pupil in A.D.M. the prior year to \$1,000 per county and 50¢ per pupil).....	188,883	192,036	380,919
8. Professional Improvement of Teachers.....	150,000	150,000	300,000
9. Agriculture—Teacher Trainer.....	4,848	5,005	9,853
10. Rehabilitation—Aid to Clients.....	21,000	30,000	51,000
11. Education by Television.....	35,050	35,050	70,100
12. Teacher Education Scholarships (150 and 200).....	52,500	105,000	157,500
13. National Defense Education—State Aid (Title III and V—16% of Cost).....	1,159,717	832,028	1,991,745
14. State Level (Administration, Supervision, etc.) (a) State Board of Education.....	81,822	78,164	159,986
(b) Curriculum and Research.....	112,500	112,500	225,000
(c) Vocational Education.....	158,468	185,389	343,857
(d) Vocational Rehabilitation.....	10,771	14,873	25,644
(e) School Planning.....	53,209	53,399	106,608
(f) National Defense.....	94,633	92,045	186,678
Total—E.....	\$ 3,918,056	\$ 3,793,564	\$ 7,711,620
Subtotal (General Fund).....	\$52,230,753	\$53,113,838	\$105,371,591
F. Capital Improvements			
1. Industrial Education Centers Equipment.....	848,000		848,000
Subtotal.....	\$53,078,753	\$53,113,838	\$106,222,591
G. Dept. Public Instruction			
1. State Level: (a) Administration.....	\$ 10,308	\$ 10,308	\$ 20,616
(b) Professional Services.....	16,136	16,136	32,272
(c) Instructional Services.....	80,416	80,416	160,832
(d) Salary Reserve and Merit Salaries.....	31,000	32,885	63,885
(e) Supply, Service and Expense.....	16,198	12,825	29,023
Total—G.....	\$ 154,058	\$ 152,570	\$ 306,628
GRAND TOTAL.....	\$53,232,811	\$53,296,408	\$106,529,219



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